

New Hello!

English for Secondary Schools

Year 2

Term 1

Student's Book and Workbook



Year 2



Student's Book

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Contents

Scope and sequence

Module 1: Health & Safety



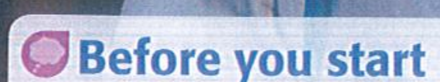

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Staying healthy

OBJECTIVES

Reading A poster about how to perform first aid
Writing A persuasive email to a friend
Listening A news report about medical support for athletes; An explanation of the immune system
Speaking Suggesting solutions to problems; Persuading
Language *must / have to*
Life skills Resilience



Before you start

Discuss these questions in pairs.

- What can we do to stay strong and healthy?
- How can other people help us to stay healthy?

Vocabulary

1 Match the words in the box with their definitions.

infection	perform	react
severe	technique	

1 This word means the same as 'do an action'. perform ....
2 A disease caused by a virus or bacteria. ....
3 Do something because something else has been done. ....
4 This word describes an illness or injury that is very serious. ....
5 A way of doing something with a skill. ....

Reading

2 Read the poster about how to do first aid. What does the poster tell us about helping people?

A You can help an ill or injured person, but don't hurt yourself.
B You should help an ill or injured person, but only in the correct way.
C Always call the emergency services before helping an ill or injured person.



CPR (cardiopulmonary resuscitation)

HOW TO PERFORM FIRST AID

1 If you find an ill or injured person, you must check the area around him/her first to make sure it isn't dangerous. Then move closer to the person and look carefully at them. Do they seem to be very ill? Do they have severe injuries?

2 If the person is awake but not bleeding, you have to ask them how they feel and what happened. Check their body for signs of injury or infection. You don't have to touch the person's body to do this.

3 If the person doesn't reply, touch their shoulder or their foot and shout to see if they react, and remember to check for normal breathing.

4 If the person isn't breathing, someone must call the emergency services immediately.

5 If you know how to perform CPR, you have to do this to help the person start breathing again. However, you mustn't do CPR unless the person is lying on their back on a flat surface such as the floor.

6 Place your hand on the centre of the person's chest. Put your other hand on top of the first hand and lock your fingers together. Make sure that your shoulders are above your hands.


Step 1


Step 2


Step 3

7 You don't have to press down on the person's chest very much – only five to six centimetres. Keep your hands on their chest and allow it to rise up again. You have to do this 100 to 120 times a minute until the person starts breathing again.

3 Read the poster again. Answer the questions.

1 What must you do first if you find someone who is ill or injured? *Check the area around them.*
2 What can you check without touching the person's body? ....
3 What do you have to do if the person doesn't reply to you? ....
4 When must someone call the emergency services immediately? ....
5 How can CPR help someone? ....
6 What do you have to check before you perform CPR? ....
7 When can you stop performing CPR? ....

Speaking



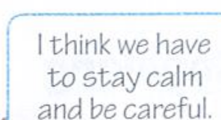
4 Work in pairs. Watch the video and discuss these questions.

1 Why do you think it is important to react quickly?
2 Why do you think it is important to follow the instructions for doing CPR carefully?

5 Work in pairs. Discuss the advice for giving first aid put it in order with the most important advice at the top of the list. Then find another pair and compare your lists.

1 ....
2 ....
3 ....
4 ....
5 ....
6 ....

ask questions | be careful | call for help | look around | react quickly | stay calm



6 Work in different pairs and discuss these questions.

1 If you don't know how to do first aid now, how could you learn it?
2 If you already know how to do first aid, what could you do to develop your skills?

WORKBOOK PAGE 88

1 Lesson 2

Before you start

Work in pairs. Discuss these questions.

- What does the heart do?
- What can we do to keep our hearts strong and healthy?



Listening



1.1 **1 Listen to the news report and choose the correct summary.**

A Football clubs have to stop damaging the health of their players.
B Athletes must understand the importance of checking their hearts.
C Doctors have to educate us about regular exercise.



1.2 **2 Listen again. Are the sentences *true* (T) or *false* (F)?**

1 When they are enjoying sports, most young athletes get very ill. ....F....
2 Many experts disagree about the importance of having a healthy heart. ....
3 Mohamed Abdelwahab thought that he was healthy before he became ill. ....
4 The Athletic Heart Center (AHC) opened in 2016. ....
5 The AHC Director believes that the AHC will help many people in Egypt. ....
6 There is no need for young people to check their heart health. ....
7 The book called *Athletic Heart: Between Dreams of a Trophy and Sudden Death* will only be interesting for young athletes. ....





Speaking



3 Work in pairs. Watch the video and discuss these questions.

1 Do you think we all have a responsibility to try to stay healthy? Why? Why not?
2 Why do you think the report says that both athletes and their parents have to care about heart examinations?
3 How do you think that technology can help us to stay healthy?





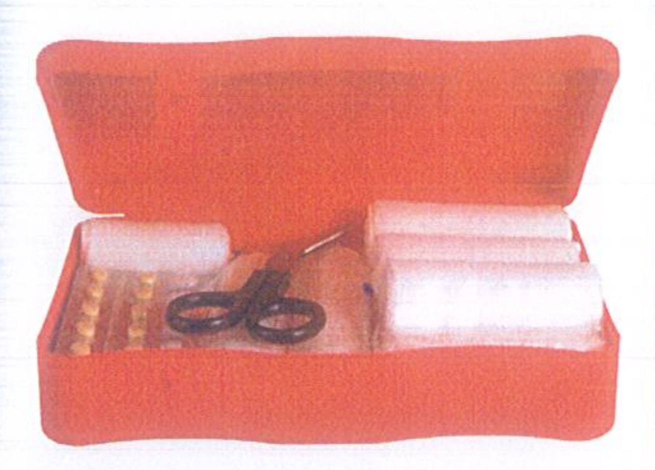
Language

4 Complete the sentences about what to do if someone is bleeding from an injury.

have to don't have to ~~must~~ mustn't

1 You *must* .... put on gloves before helping someone who's bleeding. If you don't, you might give them an infection.
2 Then you .... take a bandage or cloth and press it down on the area which is bleeding.
3 If anything is in the person's arm, you .... pull it out because it could hurt them more.
4 Then wrap the bandage around the person's arm. You .... make it very tight, but make sure it can't come off.





FOCUS ON LANGUAGE LANGUAGE REVIEW PAGE 78

must / have to

- Use *must* for strong advice and obligation.
  *Athletes **must** get a special heart examination.*
- Use *mustn't* to express prohibition:
  *Young athletes **mustn't** miss this chance to learn.*
- Use *have to / has to* to talk about rules and to say that something is important or necessary:
  *Modern hospitals **have to** have the best technology.*
- Use *don't have to / doesn't have to* to say that something isn't important and it's OK not to do it:
  *You **don't have to** walk up the hill because there's a bus.*

Writing

5 Schools have to help their students to stay safe and healthy. Complete the sentences with the ideas in the box.

don't have to have to must mustn't

- forget about the health and safety of students
- encourage students to check the health of their heart with a doctor
- tell students who have an infection to stay at home
- teach students how to perform first aid
- tell students what they can and can't eat
- have first aid kits available
- ask students to do sport without checking their hearts

a Schools ....
b Schools ....
c Schools ....
d Schools ....

6 Work in pairs. Compare and check your sentences with a partner. Do you agree with their advice?

WORKBOOK PAGE 89

1 Lesson 3

Before you start

Where are the following organs in the body? Work in pairs and show your partner.

- heart
- lungs
- brain
- muscles

Listening

1.3 1 Listen to an explanation of the immune system. What does the immune system fight?

2 Match the words from the explanation with their meanings.

1 boost c
2 cell ......
3 immune system ......
4 organ ......
5 virus ......

a a very small living thing that causes disease
b a part of your body that performs a job, e.g. the brain or heart
c help someone or something to improve or get better
d a way that your body protects you from disease
e the smallest separate part of a plant or animal

1.4 3 Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false sentences.

1 The immune system can react when there is virus in the body. ......
2 COVID-19 first appeared at the end of 2020. ......
3 People with strong immune systems get ill more often. ......
4 Eating vegetables with green leaves helps our immune system. ......
5 We have to run a lot every day to help your immune system. ......
6 If you get enough sleep, your immune system will work better. ......

Speaking

4 Work in pairs. Which ways of boosting the immune system can you remember? Discuss ways of boosting your immune system that:

1 you already do.
2 you would like to do or do more regularly.

5 Work in pairs. Read the information about a friend who wants to boost his/her immune system. Make notes on the things the friend could do.

Your friend regularly gets a cold or a cough. He/She eats a lot of fast food and doesn't eat a lot of fruit and vegetables. He/She also spends a lot of time playing video games and doesn't go outside very often. Because he/she plays a lot of video games, he/she often stays up late and then finds it hard to get up for school.

6 Tell your partner how to boost his/her immune system. Use some of the phrases in the box.

You must ...	You mustn't ...
You have to ...	You don't have to ...

You must eat less fast food. Your immune system works better if you eat healthy food like fruit and vegetables.

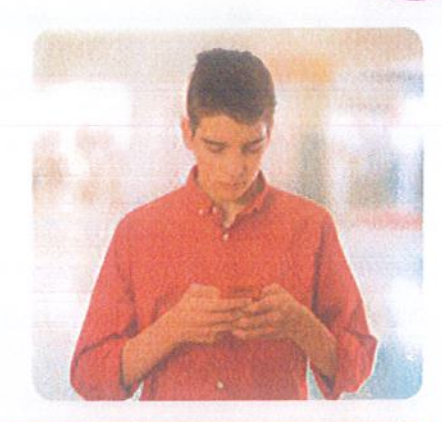
WORKBOOK PAGE 90





Before you start

- When was the last time you helped to encourage or persuaded someone?
- Was it easy or difficult to persuade the person?
- What kind of phrases helped you to persuade them?



Reading

1 **Read the email. What type of course does Mahmoud want to persuade Fares to do?**

Hi Fares,

How are you?

It's great that some of your friends are going to take a first aid course next week! I really think you should join them because everyone has to know how to do first aid. You never know when someone you know will injure themselves and you'll have to help them. You would want other people to help you too, right?

I'm sure you would be great at doing first aid because you can think fast and you know how to stay calm in difficult situations. You don't have to become an expert, just learn enough so you can help someone until the emergency services arrive. The two-day course your friends want to do sounds perfect.

Talk to you soon!

Mahmoud



2 **Read the email again. Tick (✓) the reasons why Mahmoud thinks Fares should do the course.**

a His friends are going to do the course. ☐

b The course will teach him something that all people have to know. ☑

c The course will teach him to do something he could have to do at any time. ☐

d A lot of other people he knows can do the thing the course will teach him. ☐

e He will find out that he can do the thing the course teaches very well. ☐

f He doesn't have to spend a lot of time learning the thing that the course teaches. ☐

REMEMBER!

In an emergency, every second is important. People worry that they will make a mistake, but the emergency services are there to help. Call 123 and they will tell you what to do.

Speaking

3 **Work in pairs. Match the situations 1–3 with the phrases a–c and then help to persuade your partner.**

1 I'm thinking about doing more exercise. *c*

2 I'm interested in being a doctor. ......

3 I want to eat healthier food. ......

a That's brilliant. You never know when someone will need your help.

b That's great. I'm sure you'd feel better, and you don't have to stop eating everything you like.

c That sounds fantastic. You don't have to become a Olympic champion. Just do enough to feel stronger and healthier.

I'm thinking about improving my health.



Writing

4 **Think of something that might help to be healthier. Make notes on three persuasive reasons why your friend should do this.**

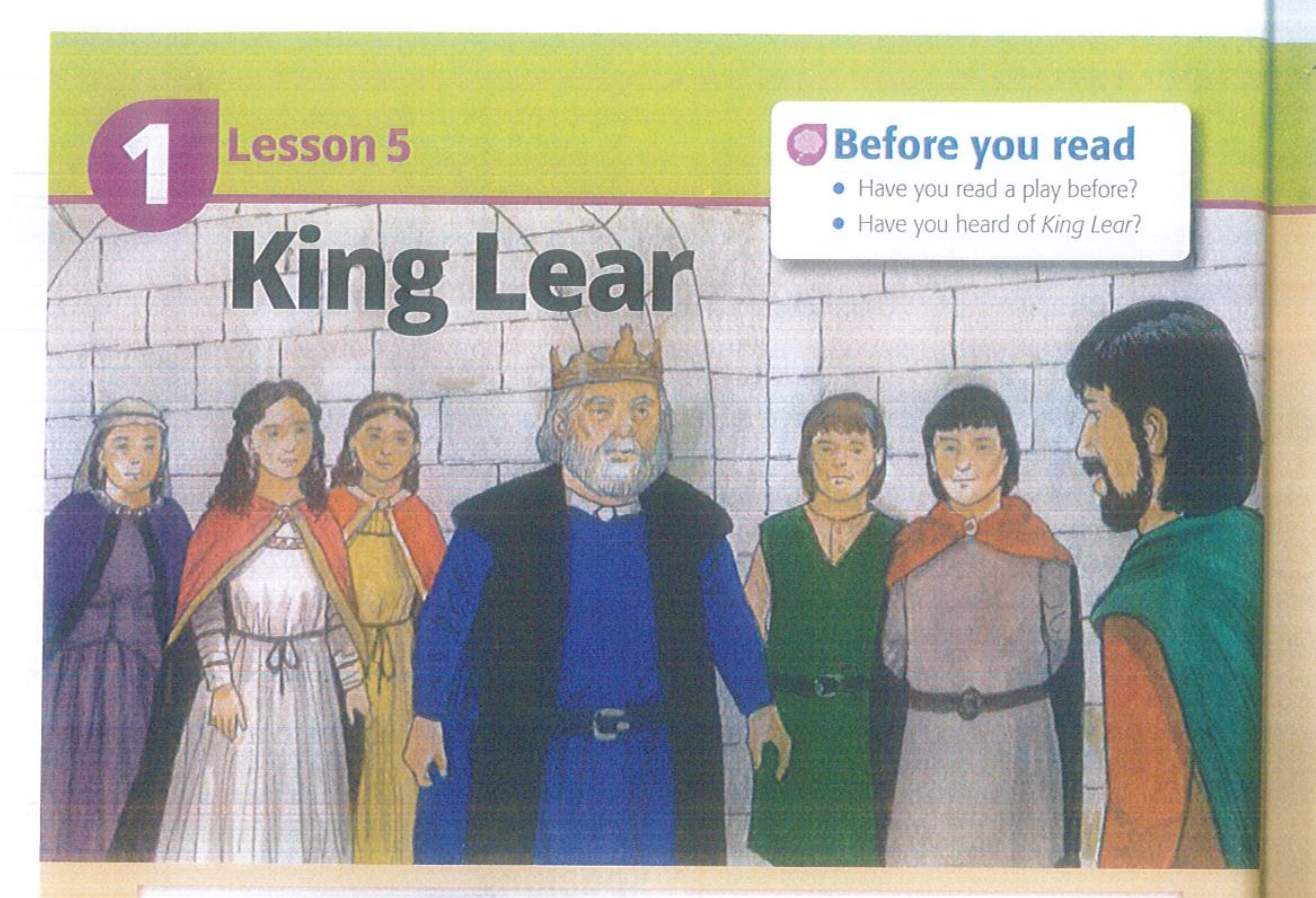


1 Lesson 5

Before you read

- Have you read a play before?
- Have you heard of *King Lear*?

King Lear



Characters in the play

KING LEAR: The King of Britain
GONERIL: King Lear's eldest daughter
REGAN: King Lear's second daughter
CORDELIA: King Lear's youngest daughter
KING OF FRANCE: He wants to marry Cordelia
DUKE OF BURGUNDY: He also wants to marry Cordelia
DUKE OF ALBANY: Goneril's husband
DUKE OF CORNWALL: Regan's husband
DUKE OF KENT: A good friend of King Lear
DUKE OF GLOUCESTER: A good friend of King Lear
EDGAR: Gloucester's eldest son
EDMUND: Gloucester's youngest son
FOOL: Lear's clown
OSWALD: A servant
OLD MAN: A man who helps Gloucester
GENTLEMAN: A friend of Kent
CAPTAIN: One of Edmund's soldiers
DOCTOR
HERALD
Servants, soldiers and messengers of the King and his family

Act I, Scene i

[In King Lear's Palace.]

(DUKE OF) GLOUCESTER: Ah, the **Duke** of Kent! Hello, my friend. Have you met my son, Edmund?

(DUKE OF) KENT: I haven't, Kent. He's a fine young man. You must be proud of him.

GLOUCESTER: I'm very proud of him.

EDMUND: I'm pleased to meet you, **sir**.

GLOUCESTER: Edmund is my second child. I also have another son, Edgar, who is about a year older than Edmund.

EDMUND: Listen! The King is coming.

[King Lear enters with Cornwall and Albany and his three daughters, Regan, Goneril and Cordelia. Gloucester and Edmund leave.]

KING LEAR: Listen, everyone. I want to tell you all about my plan. I've decided to give everything in my **kingdom** to my three daughters, Goneril, Regan and Cordelia. I will also give an **answer** to the King of France and the Duke of Burgundy. They have both asked to marry my youngest daughter, Cordelia.

First, look at this map of my kingdom. I have

divided it into three. I want to give the largest part to the daughter who loves me the most. So tell me, my daughters, which of you loves me the most? Goneril, you are the eldest, so you can speak first.

GONERIL: Father, I love you more than anything. No child can love a father more than I love you. I love you more than health, **beauty** and **riches**.

CORDELIA: *[To herself.]* I love my father, but I don't know what to say!

KING LEAR: *[Pointing to the map.]* Goneril, you can have all this land, with its green forests and beautiful countryside. Now, Regan, wife of Cornwall. What does my second daughter want to say?

REGAN: Father, Goneril has described her love for you very well. But I have more to say. Your love is the only thing that makes me happy. I love nobody as much as you.

CORDELIA: *[To herself.]* What can I say? I don't have the words to say how much I love my father.

KING LEAR: Thank you Regan. I will give **a third** of our beautiful kingdom to you and your children.

[To Cordelia.] Now, Cordelia, my youngest daughter. What can you say to make me give you more than I gave to your sisters?

CORDELIA: I can say nothing, father.

KING LEAR: Nothing? Cordelia, if you say nothing, I will give you nothing. Speak again.

CORDELIA: I cannot put my feelings into words. I love you as a daughter should love a father; but not more, and not less.

KING LEAR: But this is not kind, Cordelia. Change your speech a little, or your future will change, too.

CORDELIA: You have always been a good father and it is my **duty** to love you too. But my sisters say they only love you. How can this be true? Do they not love their husbands, too? If I marry, I will love my husband as much as my father.

KING LEAR: Cordelia. Do you really mean this? Can you be so young but also so cruel?

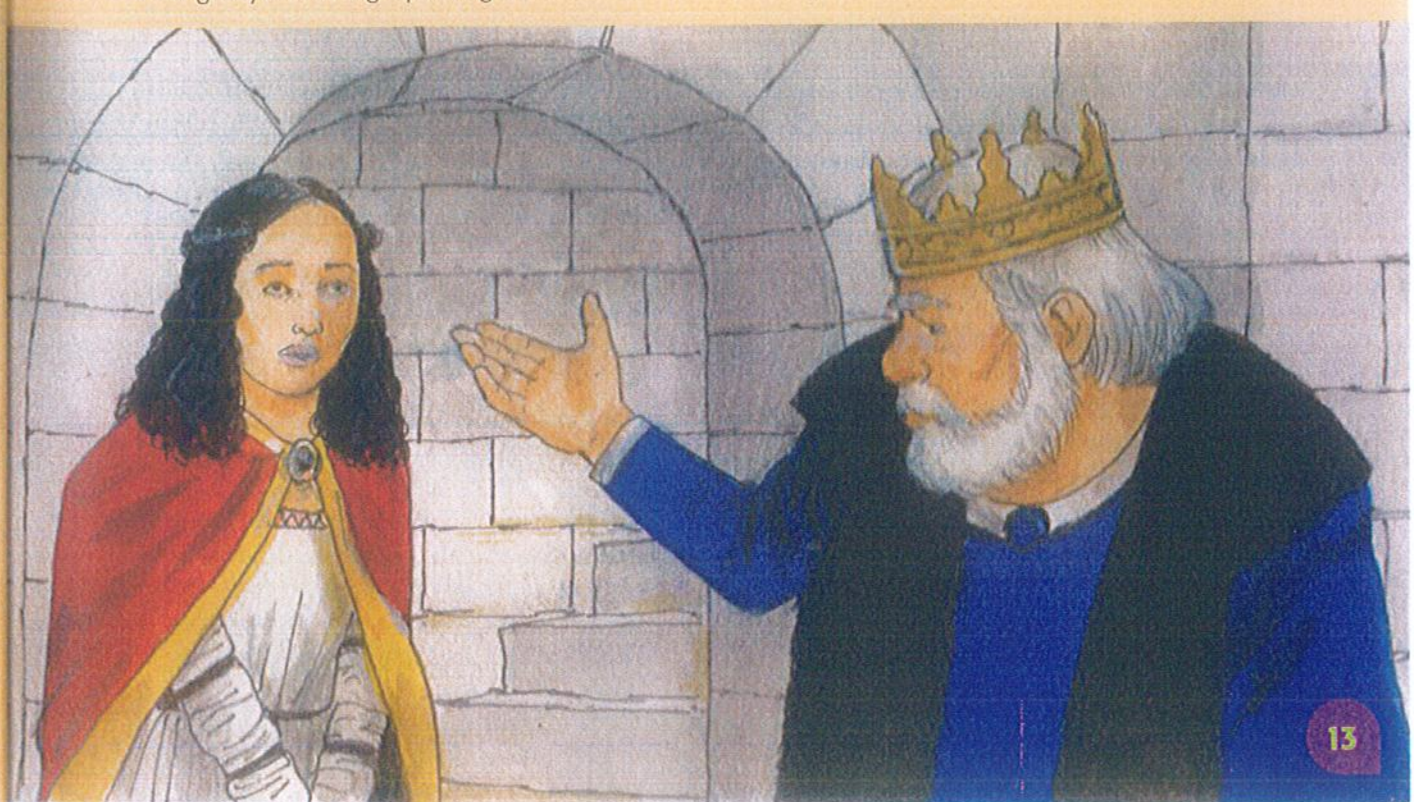
CORDELIA: Father, I am young but I am honest.

KING LEAR: Then you are not my daughter any more. You are now a stranger to me. I don't know you.

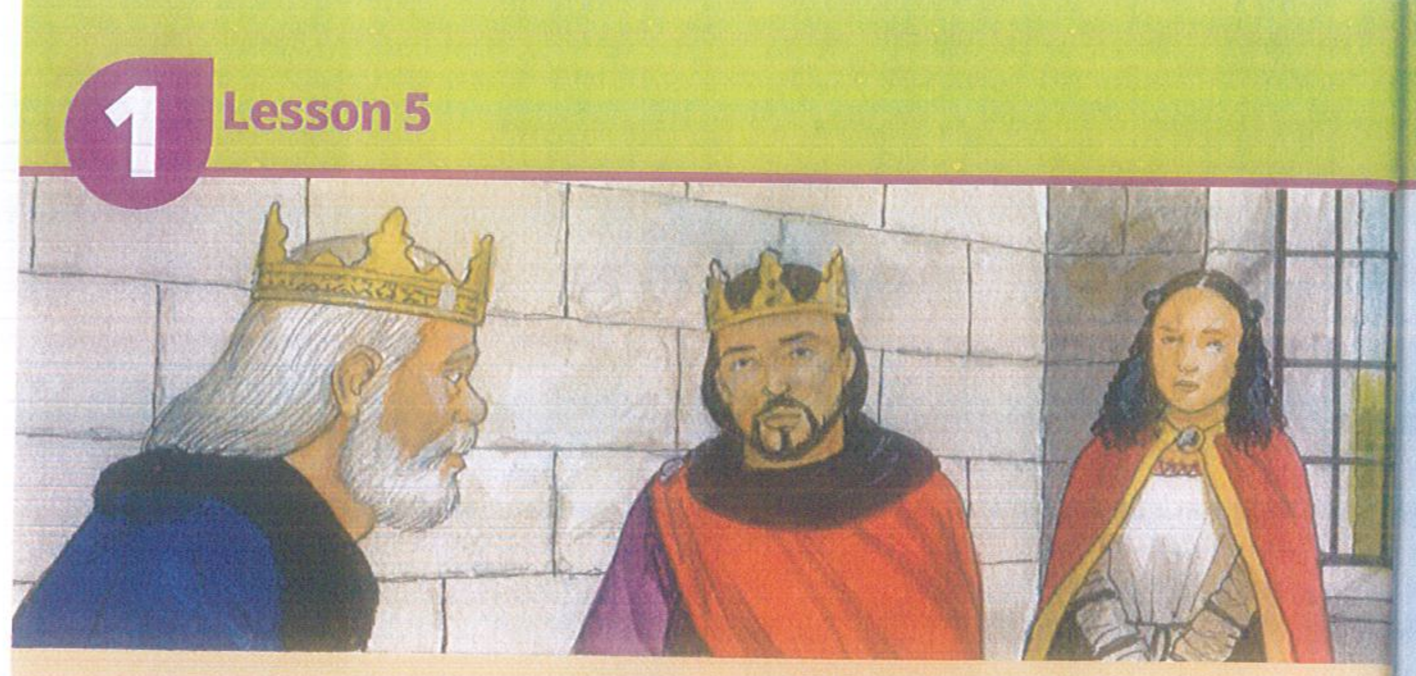
KENT: But your majesty …

KING LEAR: Be quiet, Kent! I loved Cordelia, and I wanted her to look after me when I was old. Now she must go! But first, call the King of France and the Duke of Burgundy!

While we wait for them, listen to what I say: Goneril and her husband Albany, and Regan with her husband Cornwall, will have half of my kingdom each. They will have all the power and riches that come with being a king. All I want is to keep the **title** of King, but they will have everything else.



1 Lesson 5



KENT: Your majesty, what do you mean? I must speak honestly when my King is being **foolish**. Your youngest daughter does not **shout about** her love for you, but that doesn't mean she loves you the least. You mustn't **give** your country **away** like this.

KING LEAR: Say nothing more to me, Kent!

KENT: I am not afraid to make you angry if it will help to protect you.

KING LEAR: Then you must go away too! Leave!

KENT: Let me stay and give you good advice, King Lear. You must learn to see better.

KING LEAR: Oh, you are a cruel man!

*[He puts his hand on his **sword**.]*

(DUKE OF) CORNWALL: Your majesty, please stop!

KENT: I'll say it again, King Lear. You've done a terrible thing.

KING LEAR: Kent! You've got five days to leave my kingdom, or you'll be killed. Go!

KENT: Then I'll say goodbye to you, my dear King.

[To Cordelia.] I hope you stay safe, young lady, because you were honest. And now I say goodbye to all of you; I shall live my life in a new country.

[Gloucester enters with the King of France, the Duke of Burgundy and his men.]

GLOUCESTER: Here are the King of France and the Duke of Burgundy, your majesty.

KING LEAR: Burgundy, I will speak to you first. What do you expect to have if you marry my daughter Cordelia?

(DUKE OF) BURGUNDY: Your majesty, I only expect to have what you promised me.

KING LEAR: I am sorry, but things have changed. Sir, there she is. You can marry her.

BURGUNDY: I don't understand.

KING LEAR: You'll get my daughter and nothing more. Take her, or leave her. It's your choice.

BURGUNDY: I'm sorry, sir. I cannot marry her without some of your land.

KING LEAR: Then leave her, sir.

CORDELIA: Goodbye, Burgundy! I see now that you love things more than you love me, so I shall not be your wife.

KING LEAR: *[To the King of France.]* So, the great King of France, I don't want you to marry someone I hate; so I suggest you give your love to a better girl.

(KING OF) FRANCE: But sir, Cordelia was your favourite daughter! It is very strange that she has suddenly lost all your love. I cannot believe that Cordelia could do anything terrible to anyone.

CORDELIA: *[To King Lear.]* Father, understand that I show my love in my actions, not my words. Please tell him that I haven't done anything wrong to make you hate me.

KING LEAR: I shall not. Go! You will have nothing from me!

FRANCE: My beautiful Cordelia, you are richer for being poor and I love you more now that you are hated! I'm happy for you to be my wife.

[To the King.] Your daughter will be queen of my country. Say goodbye to them, Cordelia, although they've been unkind to you. You have lost your life here, but you'll find a better one with me.

KING LEAR: She is yours, King of France; I'll never see her face again. *[To Cordelia.]* Leave now, without my love. Come with me, Burgundy.

[King Lear leaves with Burgundy, Cornwall, Albany, and Gloucester]

Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What was King Lear's plan?
2 Who makes King Lear angry?

Reading

1 Read the list of characters in the play and answer the questions.

Cordelia   Duke of Albany
Duke of Burgundy   Duke of Cornwall
Edgar   King of France   King Lear

1 Who is the King of Britain?
....
2 Who is King Lear's third daughter?
....
3 Who is married to Regan?
....
4 Which two characters want to marry Cordelia?
....
5 Who is Edmund's brother?
....
6 Who is married to Goneril?
....

Vocabulary

2 Match the words with their meanings.

1 a play
2 a character
3 an act
4 a scene

a a larger part of a play
b a piece of writing that is written for acting in a theatre
c a small part of a play which happens in one place
d a person that an actor plays

3 Choose the correct word or phrase to complete the sentences.

1 King Lear wanted to ***divide/shout about*** his ***kingdom/duty*** into three parts.
2 The old king had a large amount of ***beauty/riches*** like silver and gold.
3 Cordelia couldn't think of a good ***answer/sir*** for her father.
4 The ***Duke/title*** of Kent is a very important man.
5 Kent thinks that it's ***honest/foolish*** to tell Cordelia to go away.
6 When King Lear gets angry with Kent, he touches his ***power/sword***.

Reading

4 Read this part of the play again and answer the questions.

1 Who does King Lear want to give the largest part of his land?
A The King of France
B The daughter who loves him best
C The daughter who is the oldest
2 How much does Goneril say she loves her father?
A More than health, beauty and riches
B More than anyone else
C As much as a daughter should love her father
3 What does King Lear decide to do after listening to Cordelia?
A Give Cordelia all of his kingdom.
B Give his kingdom to his two other daughters.
C Give none of his daughters any of his kingdom.
4 What does Kent tell King Lear?
A That he has made a bad decision.
B That he has made a good decision.
C That he wants to marry Cordelia.
5 Who will Cordelia leave with?
A The Duke of Burgundy
B The King of France
C The Duke of Kent

Speaking

5 Work in pairs. Discuss the questions.

1 Do you think Cordelia made the right decision? Why? Why not?
2 If you were King Lear, would you send Cordelia away because she didn't say how much she loved you? Why? Why not?



Lesson 1

Eating around the world

Before you start

- What is the most important meal of the day in your family?
- How often does your family eat together?
- Where do you usually eat?

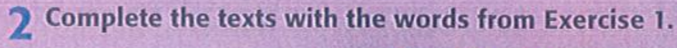


Reading An excerpt from *Old Jo's Scrap-Bag. An Old-fashioned Thanksgiving* by Louisa M. Alcott; Two articles about ways of eating around the world
Writing A questionnaire
Listening Descriptions of international meals
Language Comparative and superlative adjectives
Speaking Communicating opinions and beliefs
Life skills Critical thinking; Respect for diversity; Negotiation

Vocabulary

1 Match the words to the definitions.

1 amount ___c___	a meet people and spend time with them
2 celebrate ______	b have a meal outside your home
3 eat out ______	c a quantity of something
4 get together ______	d old ways of doing things that don't change
5 occasion ______	e give people food or drink
6 prepare ______	f do something fun to show that an event is special
7 serve ______	g a time when something special happens
8 traditional ______	h get something ready to eat or use



2 Complete the texts with the words from Exercise 1.



Malaysia

People have always enjoyed eating (1) ___out___ in Malaysia. It is (2) ______ for families to get (3) ______ in restaurants, where the food is cooked very quickly before they (4) ______ it to their customers while it is still hot and delicious.

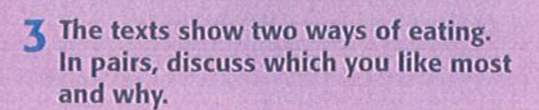






Italy

Many Italians prefer to (5) ______ food slowly at home when they want to (6) ______ a special (7) ______. Then the whole family gathers to enjoy a large (8) ______ of food, such as meat, pasta, special bread and desserts.



3 The texts show two ways of eating. In pairs, discuss which you like most and why.



4 **Look at the pictures. How do you think they are connected?**


Mayflower


turkey

An Old-Fashioned Thanksgiving

In September 1620, a ship called the Mayflower arrived in North America with 102 passengers. Many died, but some were able to grow food and survive with help from Native Americans. Thanksgiving is a day when families **get together** to remember these events. It is **celebrated** in the USA every year on the fourth Thursday in November.

In 1882, Louisa M. Alcott wrote a short story called *An Old-Fashioned Thanksgiving*. Here is an extract:

When they woke, there was still a large **amount** of snow outside. Tilly made a good breakfast for the seven children.

"Now, about dinner," she said as they all finished eating. "Ma said that we could have whatever we liked, but she didn't expect us to have a **traditional** Thanksgiving dinner."

"Have you ever cooked a turkey?" asked Roxy.

"Ma said I should decide what to do," replied Tilly. All you children have to do is keep out of the way, and let Prue and me work."

The younger children walked out of the kitchen and into another room. As Tilly and Prue started to **prepare** the big meal, they got out all the spoons, dishes, pots and pans that they could find.

"Now, sister, we'll have dinner at five," said Tilly. "Pa will be here by that time and he'll be surprised to find us ready to **serve** the food. There's such a lot to do, and I'm a bit worried about the turkey. It's so big!"

"I know," said Prue. "I fed it all summer and now it will feed me," she laughed.

Reading

5 **Read the story and check your answers to Exercise 4.**

6 **Read the text again and answer the questions.**

1 Why do Americans celebrate Thanksgiving?
2 Who is looking after the children?
3 What does Prue think is funny about the turkey?
4 When was *An Old-Fashioned Thanksgiving* written?
5 How do Tilly and Prue get ready to start work?

Listening

1.7 **8** **Listen to a conversation about Thanksgiving and choose the correct answers.**

1 Hoda's parents want her to
 A stay at home.
 B travel to Europe.
 C try new things.
 D learn how to cook.

2 Sometimes, Amy falls asleep after she eats
 A turkey.
 B cornbread.
 C sweet potatoes.
 D pumpkin pie.

3 Amy thinks that the best thing about Thanksgiving is
 A meeting friends and family.
 B eating lots of food.
 C watching sport on TV.
 D going to the festival.

Speaking

7 **Work in pairs. Discuss these questions.**

1 What is the difference between Americans and Native Americans?
2 Why do you think the Native Americans helped the people from the Mayflower?
3 Do you think that Americans are right to celebrate Thanksgiving?

Writing

9 **Think about an event that your family celebrates with special food. Write about:**

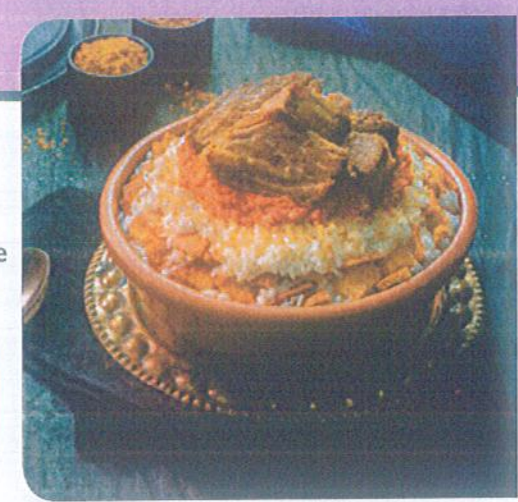
- the main idea behind the event and when it started.
- when the event takes place.
- the special foods you eat.
- any other interesting things that you do for this event.





WORKBOOK PAGE 94

2 Lesson 2



Before you start

Work in pairs. Use the words in the box to describe the traditional Egyptian food, fatta. Check the meaning of any new words in a dictionary.

cheap	expensive	hot	popular	rare	salty
small	special	spicy	sweet	traditional	

Listening

1.8 **1** **Listen to someone talking about meals from three different countries. Match the pictures with the names of the meals.**

1 Nasi goreng ....B....
2 Oysters ....
3 Mochi ....

A

B
C


1.9 **2** **Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.**

1 Nasi goreng is the spiciest meal eaten anywhere in the world. F: Nasi goreng is one of the spiciest meals in Indonesia.
2 Nasi goreng is a lot saltier than other Indonesian meals. ....
3 It is harder to find oysters in the sea than it is to find most types of fish. ....
4 Oysters are usually cheaper than other meals in French restaurants. ....
5 Mochi are a bit smaller than most other cakes you can eat. ....
6 White mochi is the most popular type to eat on New Year's Day. ....



FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 78

Comparative and superlative adjectives

Use comparative adjectives

- to make comparisons:
  *He bought a **faster** car.*
- to compare two things:
  *Koshari is **cheaper** than chicken.*
- to describe how something changes
  *He is feeling **happier**.*

We use *a lot* or *a little* before the comparative adjective to say that there's a big or a small difference between the two things:
a little warmer, a lot more expensive.

Use superlative adjectives

- to compare more than two things:
  *The Carolina Reaper is **the spiciest** chilli in the world.*
- to describe extremes: *This is the **hottest** month.*

Language

3 Complete the sentences about the three meals with the phrases in the box.

cheaper than	the most expensive	smaller than
~~spicier than~~	the most popular	rarer than

1 Nasi goreng is *spicier than* many other Indonesian meals, but it's very popular in Indonesia. It's also .... other meals you can buy there.

2 Oysters are .... most of other types of seafood because they're difficult to find. That's probably why they're one of .... meals you can eat in France.

3 Mochi are .... type of cake in Japan. They're .... most other types of cakes and they look like little balls.

4 Read the sentences about the meals you can eat at a restaurant and then rewrite the sentences with the correct superlative adjectives.

1 Vegetable curry is usually spicier than the other meals on the menu.
Vegetable curry is usually the spiciest meal on the menu.

2 Vegetable curry is more popular than the other meals on the menu.



3 Many people think that nut biscuits are better than the other biscuits on the menu.

....

4 Vegetable curry costs 3 pounds and all the other meals at the restaurant cost more than that.

....

5 Nut biscuits are sweeter than the other biscuits on the menu.

....

Speaking

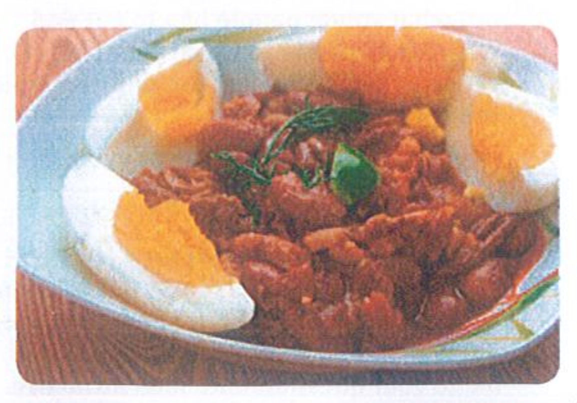
5 Choose two meals from your country that are very different. Write their names in the table below and then write 3-4 different adjectives to describe each meal.

Meal 1:	Meal 2: ....

6 Work in pairs. Compare the two meals using comparative and superlative adjectives. Listen and check if your partner's sentences are correct and then give them feedback.

SB9.3 Head of a 16 year old boy with a speech bubble.

Ful medames is more popular than 'eggah. I think it's the most popular meal in Egypt.



7 Stay in your pairs from Exercise 6 and find another pair to work with. Take it in turns to tell this pair about your two meals. Use what you learned from your partner's feedback.

WORKBOOK PAGE 95

2 Lesson 3



Before you start



Work in pairs. Complete the questionnaire and then compare your answers.

Have you ever answered a questionnaire?	YES ☐		NO ☐
If yes … what were the questions about?			
Did you write your answers or did you talk to someone?	WRITE ☐		TALK ☐
Did you enjoy answering the questions?	YES ☺ ☐	OK 😐 ☐	NO ☹ ☐

Listening

1.10 **1 Listen to an expert talking about questionnaires and make notes in your notebook. Are the statements true (T) or false (F)? Correct the false statements.**

1 Simple language isn't always helpful. ☐
....

2 People always need to read or hear a question two or three times. ☐
....

3 Words like 'most' and 'many' don't mean the same thing to everyone. ☐
....

4 People always want more options to choose from. ☐
....

5 It's important to ask one question at a time. ☐
....

6 People like to remember details from the distant past. ☐
....

2 Read these questionnaire questions. Tick (✓) the good questions and rewrite the bad questions so that they are more useful.

1 Can you name any particular types of food, food products or traditional dishes that have achieved a great deal of popularity in your country? ☐
What is the name of a popular dish in your country?

2 Do many people in your country like salty food? ☐ ....

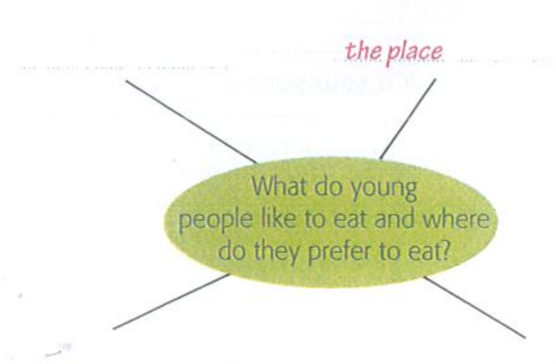
3 How often do you eat out in a normal month? 1-2 times, 3-4 times, 5-8 times, 9-12 times, 13-15 times, 16-18 times, 19-23 times, or more than 23 times? ☐ ....

4 How much money do you usually spend when you eat out? ☐ ....

5 What special foods does your family usually eat during festivals? ☐ ....

Speaking

3 You're going to write a questionnaire to find out what young people like to eat and where they prefer to eat in your country. Discuss things to ask about and complete the mind map.



Writing

4 Work in pairs. Use the expert advice and your ideas from Exercise 3 to design your own questionnaire. Think about how long it will take to ask all your questions and make your questionnaire look attractive.

WORKBOOK PAGE 96





Before you start

- Who do you usually eat with?
- What rules do you follow when you are eating?

Reading

1 Read the article. Can you find three ways that people show respect when they have meals together?

A Personally, I think it's important to respect our older relatives. When South Korean families eat together, the oldest person at the table always starts to eat first. The rest of the family waits until this person has finished eating before they finish their meals. **It is believed** that this shows your respect for the most important people in your family.

B As you probably know, people in China usually use chopsticks to eat their food. However, you need to be careful about what you do with them when you're eating there. It is considered very rude to put your chopsticks vertically into your bowl of food, for example. **I understand that** this is a Chinese tradition, but **for me**, foreigners who do this don't mean to be rude at all.

C In my opinion, lunchtime isn't the best time of day for eating a large meal. However, in Russia **it is thought that** people should eat their largest meal of the day between 1 o'clock and 3 o'clock in the afternoon. In the evening, people usually eat some light food, such as bread and cold meat followed by tea. This is a traditional way of eating in Russia.

2 Read the article again. Underline the phrases in bold which introduce a general belief. Circle the phrases in bold which introduce the writer's opinion.

3 Read these other beliefs about mealtimes. For each belief, use the phrases from Exercise 2 to write a sentence to describe this general belief and a sentence to give your opinion about it.

1 It's normal for a family to share food from one plate. (Ethiopia)
As you probably know, it's normal to share food from one plate in Ethiopia. In my opinion, it's not a good idea to ...

2 People should never eat beef because cows are special animals. (India)

3 It's OK to make noises while you're eating soup with noodles. (Japan)

Speaking

4 Work in pairs. Make some notes and tell your partner:

- two general beliefs about mealtimes and families eating together in your country
- your opinion about each belief.

SKILLS FOR LIFE

There are often differences in people's beliefs and ways of doing things. It is important to show respect for other people's beliefs.

WORKBOOK PAGE 97

2 Lesson 5



Before you read

- What do you think will happen next?

Act I, Scene i, continued

[In King Lear's Palace.]

FRANCE: Cordelia, it is time to leave your country now. Say goodbye to your sisters.

CORDELIA: Goneril and Regan, I am sad to leave you both. **My heart is broken**. Be good to our father. If he still loved me, I'd take good care of him! Please look after him well.

GONERIL: Don't tell us what to do, Cordelia.

REGAN: Yes, go to your husband. You've failed to do what your father asked you to do. Now, you've got what you **deserve**.

CORDELIA: I don't know what you are planning, sisters, but remember: everyone discovers the **truth** in the end. Goodbye!

FRANCE: Come with me, my dear Cordelia.

[The King of France and Cordelia leave.]

GONERIL: Sister Regan, we must talk. I think our father will leave here tonight.

REGAN: I'm sure he will, and he'll leave with you. Next month, he'll stay with my husband Cornwall and I.

GONERIL: Our father always loved Cordelia the most, and a poor decision has made him **send** her **away**.

REGAN: He is becoming a little mad in his old age.

GONERIL: Even when he was younger and healthy, he was a difficult man. So we must be prepared for what **ill** health and old age will bring.

REGAN: He was angry when he sent Kent away today. He will probably be angry more often in the future.

GONERIL: Let's sit together and talk. If our father still has some power, his **anger** will become a problem for us.

REGAN: You are right. Let's think about what we can do.

GONERIL: We must do something, and quickly.

Act I, Scene ii

[At the Duke of Gloucester's Castle. Edmund enters with a letter.]

EDMUND: My father Gloucester says that his first son, Edgar, will get his land when he dies. But why should I not have my **inheritance** just because I'm twelve or fourteen months younger than my brother? Is it just because I'm the second son? I'm just as strong and kind as my brother, and as clever too. Well, elder brother, Edgar, I will have your land. Our father loves me, his younger son, as much as he loves you. And I have a letter here. If this letter **succeeds**, then Edmund the younger son will beat the older son Edgar!

[Gloucester enters.]

GLOUCESTER: Ah Edmund, my son! Have you heard? The King has sent Kent away! And the King of France has left with Cordelia! And the King has left the palace tonight without his powers! This has all happened so quickly!

[Gloucester notices Edmund hiding the letter.]

What are you doing Edmund?

EDMUND: Nothing, father.

GLOUCESTER: Why are you trying to hide that letter? What's in it?

EDMUND: Nothing, sir.

GLOUCESTER: Then, why did you hide it in your pocket? Let me see it.

EDMUND: Please forgive me, father. It is a letter from my brother Edgar that I haven't finished reading yet; but I don't think you should read it.

GLOUCESTER: Let me see that!

EDMUND: OK, but I hope he only wrote this to test me and my **loyalty** to my family,

GLOUCESTER: *[Reads the letter.]*
*'When we respect older people too much, it makes it hard for the young to live well. Our parents keep our money from us until we are too old to enjoy it. Older people only have power because we give it to them. Come and see me, so that we can discuss this. If our father were dead, you could enjoy half his **income**, and be loved by your brother Edgar.'*

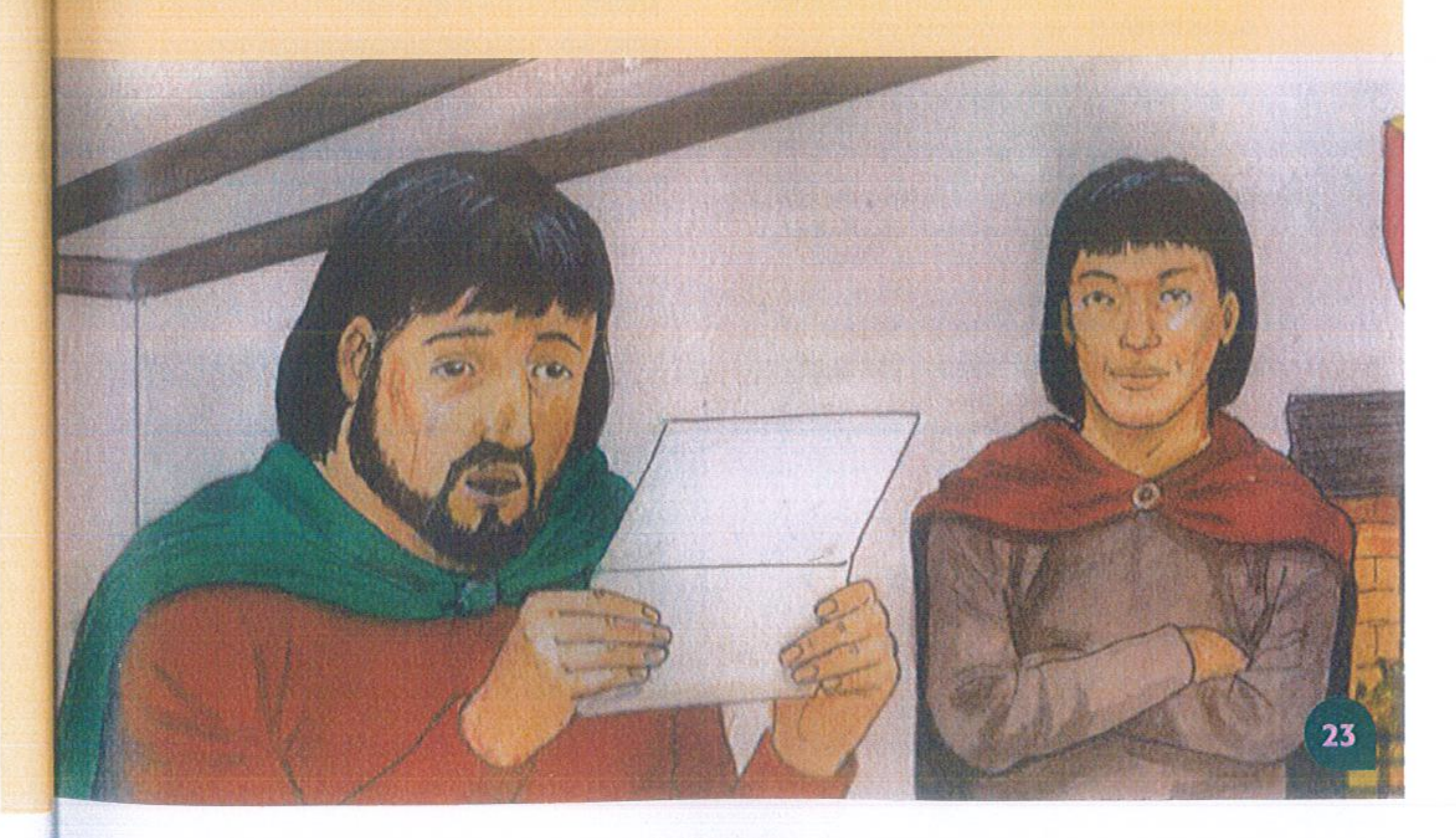
Did my son Edgar write this letter? When did you receive this? Who brought it?

EDMUND: It wasn't brought to me, sir. I found it. It was thrown in through my bedroom window.

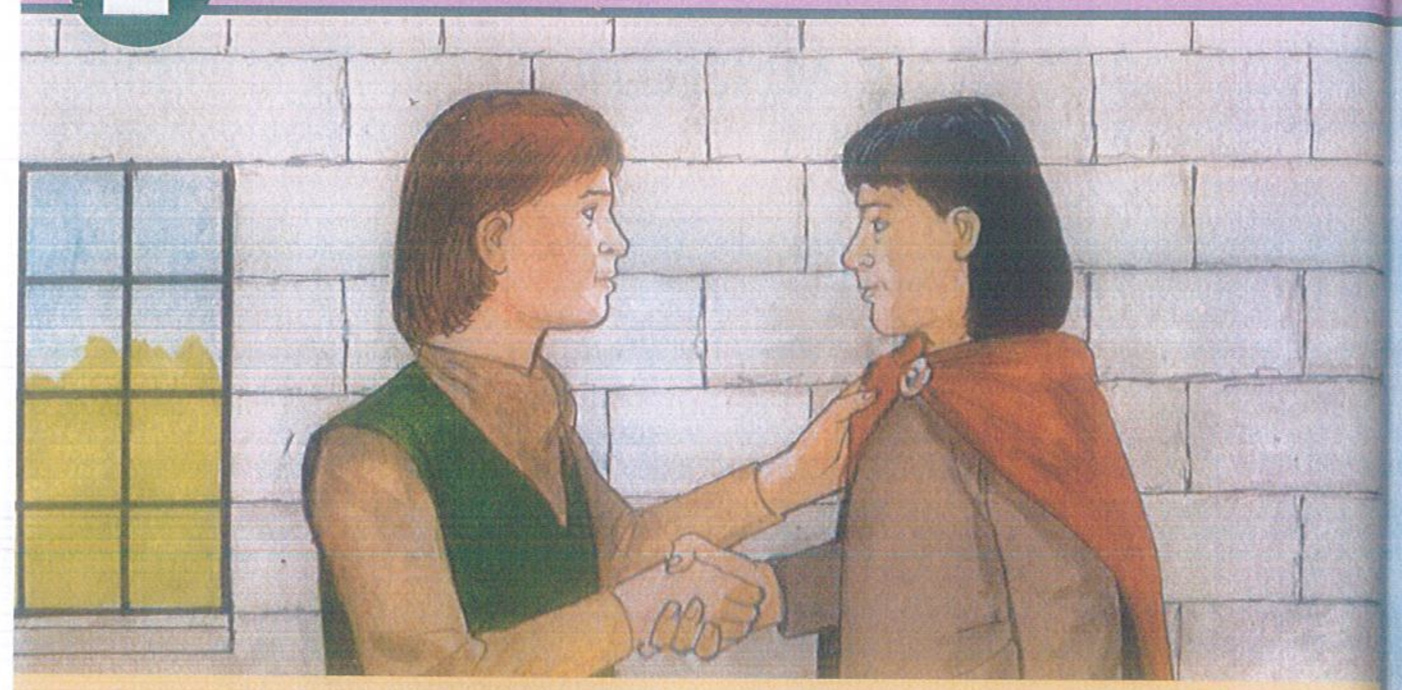
GLOUCESTER: Are you sure the writing is your brother's?

EDMUND: Yes, it is his handwriting, father.

GLOUCESTER: Has he ever talked to you about this before?



2 Lesson 5



EDMUND: No, never. But I've often heard him say that when a son becomes an adult, he should be given some of his father's income.

GLOUCESTER: Oh, what a cruel son! Go and find him, Edmund. Where is he?

EDMUND: I don't know, father. Please, don't be angry with my brother. Let's find out what he meant, then you can decide what to do. I'm sure he wrote this to test my love and loyalty to you, and for nothing more dangerous than that.

GLOUCESTER: Do you really think so?

EDMUND: Yes. Listen, I have a plan. I'll hide you somewhere tonight. I'll discuss it with my brother and you can listen to our conversation. Then you'll know what he really thinks.

GLOUCESTER: My son cannot be so cruel to a father who loves him so much. Edmund, find Edgar and make him talk to you. I want to know the truth.

EDMUND: I'll go and find him immediately.

GLOUCESTER: Find him, Edmund, and be careful. (to himself) What is happening? I cannot believe that Kent has been sent away! He is an honest man. It is all too strange.

*[Gloucester **exits**. Edgar enters.]*

EDMUND: Ah, Edgar. There you are. How are you? When did you last see our father?

EDGAR: I am well, Edmund. I saw our father last night.

EDMUND: And did you talk to him?

EDGAR: Yes, we spent two hours together.

EDMUND: Did you say anything unkind to him? He's very angry with you at the moment. Please don't go near him until he's less angry.

EDGAR: Really? Then somebody has **lied** about me.

EDMUND: That's what I'm worried about. Stay with me for now. I'll take you to see our father when he feels better. Here's my key. Oh, and if you go out, take your sword.

EDGAR: My sword? But why?

EDMUND: That's the best advice I can give you. Please, go quickly!

[Edgar exits.]

EDMUND: My brother and father **trust** me, which makes them easy to **deceive**. I need these two fools to make my plan work. If I can't get some land in the correct way, I'll have to be clever to get it.

[Edmund exits.]



Before you start

Go back and skim the story. Discuss the feelings that the characters have. Use the words in the box and your own ideas.

angry pleased sad serious surprised worried

Vocabulary

1 Replace the words or phrases in bold with the words and phrases in the box.

deceive him deserves exits have a lot of anger an inheritance loyalty sent ... away

1 The King has **told** .... Cordelia **to leave** ....
2 Cordelia **leaves** .... with her husband, France.
3 Goneril thinks that Cordelia should get what she **should receive.** ....
4 Goneril and Reagan expect their father to **feel unhappy and shout.** ....
5 Edmund wants to get **some money** .... when his father, Gloucester, dies.
6 Gloucester reads the letter that Edmund has written **to make him believe a lie**. ....
7 Edmund says his brother wrote the letter to test his **support** .... to his family.

Reading

2 Match the sentences to the characters they describe.

1 ◯ His/Her heart was broken.
2 ◯ He/She wanted a bigger income.
3 ◯ He/She was wrong to trust someone.
4 ◯ He/She will be ill.
5 ◯ They were told that everyone will learn the truth.

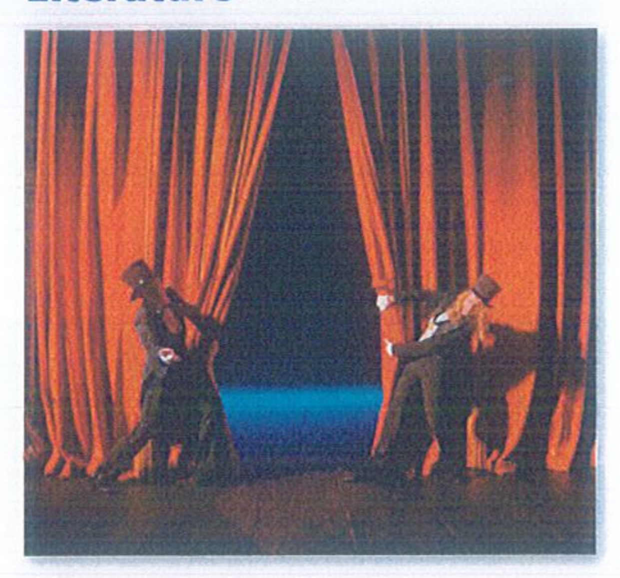
a Edgar
b Goneril and Regan
c King Lear
d Edmund
e Cordelia

Speaking

3 Work in pairs. Discuss the questions.

1 If you were King Lear, would you be unkind to Cordelia because she couldn't say how much she loved you? Why? Why not?
2 Do you think that King Lear was right to give everything to Goneril and Regan? Why? Why not?
3 Are actions more important than words, or are words more important than actions? Why?

Literature



4 What are stage directions?

a Words that the characters say.
b Instructions that the actors in a play follow.
c Notes for people who are watching the play

5 Look at this part of the play again. What information is in the stage directions? Tick what you can find.

a ◯ the place where a scene is happening
b ◯ which character is leaving/coming on to the stage
c ◯ how a character is feeling
d ◯ something that a character says
e ◯ something that a character does

WORKBOOK PAGES 92–93

UNIT 3

Lesson 1

The future of food



OBJECTIVES

Reading Two articles about future sources of food and more sustainable farming
Writing Essay with proposals for how to feed people more sustainably in the future; writing a summary
Listening An interview with an expert on sustainable farming
Speaking Speculating about the future
Language *Will / Be going to;* Future continuous
Life skills Problem solving



Before you start

Look at the pictures and think about a farm you have seen or visited.

- What was growing there?
- What animals were there?

FOCUS ON VOCABULARY

Guess the meanings of these words. Then check in a dictionary.

agriculture crop earth innovation livestock production source sustainable variety

Reading

1 Work in pairs. Do you think there will be more (↑) or less (↓) of each thing in the future?

More or less?	
1 Farms keeping livestock for meat production	
2 Innovations like technology to dry land that is very wet	
3 Variety in the sources of our food	
4 Scientists creating a variety of new food	
5 Using chemicals to help crops grow faster	
6 Farmers using electric vehicles	

2 Read two articles about the future of farming. Choose the correct title for each article. There is one title that you don't need.

a Changes in agriculture that can save the land
b New solutions for our growing world
c Four ways that farmers damage the Earth

1) ....

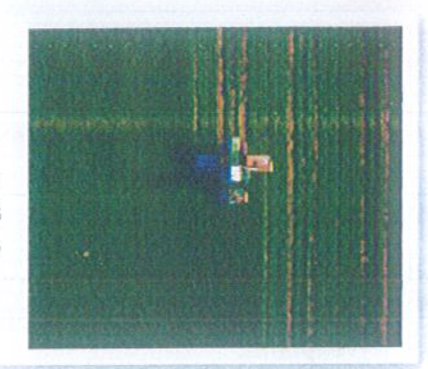
According to the United Nations, there will be almost 10 billion people in the world by 2050. As a result, we will have to increase our food production by about 70 percent. However, farmers do not have space to keep more livestock and grow more crops. Instead, they'll need to look for more sustainable solutions and this will involve producing a wider variety of food.

How would you feel about eating a burger that was grown in a laboratory? Scientists think that it could be more sustainable than keeping livestock. Some of the people who have eaten these burgers say that they can't tell the difference between the new burgers and real meat.



2) ....

Researchers from the United Nations have found that some kinds of agriculture are seriously damaging the land. This is not sustainable. If farming continues to cause so much damage, there won't be enough land left for food production. In Europe, most of the damage is due to farmers using too many chemicals, so they will need to find new ways to help their crops grow. In southern Africa, the problem is that there is too much rain in the summer. In the future, we can expect that farmers in southern Africa will be using innovations in technology to remove water from the land and use it elsewhere.



3 **Read the two articles again. Are these statements *true* (T), *false* (F) or *not included* (NI)?**

1 Both articles describe technological solutions to future food problems. [T]
2 According to scientists, rising sea levels will change how we grow food. [ ]
3 The UN believes that agriculture always has a negative effect on the climate. [ ]
4 Both articles describe the damage done to the environment by livestock. [ ]
5 Neither of the articles mentions the taste of food made in a laboratory. [ ]

4 **Look at the articles again. Complete the table with the correct information.**

Problem	Reason	Possible solution
1 We will need *to produce more food*.	There will be a lot more people living on the Earth.	We will need to increase ....
2 Some farmland in Europe is damaged.	Farmers are using	Farmers will need to find new ....
3 In southern Africa, there is too much rain in the	Climate change.	Farmers will need to use new ....

Speaking

5 **Work in pairs. Describe a problem that is facing the world. Tell your partner the reasons for it and then brainstorm possible solutions together.**

SB27.2On the left side of the page, set a talking head of a 13-14-year-old girl

The world is getting warmer and this is causing climate change.

We should use less electricity and save energy.

SB27.3 On the right side of the page, set a talking head of a 13-14-year-old boy



SKILLS FOR LIFE

We all have to deal with problems. First, we need to understand what the problem is. Then we can find out the reason for the problem. This will help us to understand how to solve it.

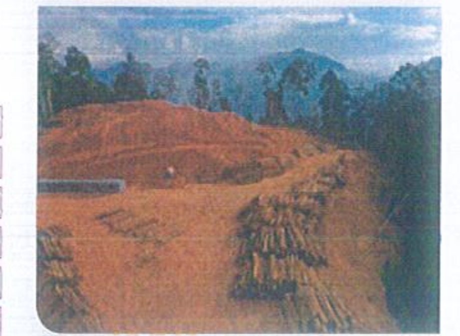
WORKBOOK PAGE 100

3 Lesson 2

Before you start

- Where are the world's rainforests?
- What problems are there in the rainforest at the moment?

Listening



1.12 1 Listen to an interview with Dr Parker, an expert on the rainforests in Borneo. Tick (✓) the things that Dr Parker explains.

1 What a rainforest is ☐
2 Where Borneo is ☐
3 Which animals and plants are in the rainforest in Borneo ☐
4 What has happened to Borneo's weather recently ☐
5 When people started to destroy the rainforest in Borneo ☐
6 Why people are destroying the rainforest in Borneo ☐

1.13 2 Listen to the interview again. Answer the questions.

1 What is special about the rainforest in Borneo?

....

2 How is the island of Borneo changing?

....

3 According to Dr Parker, why are people damaging the rainforest in Borneo?

....

4 According to Dr Parker, what is her organisation going to do to help the farmers?

....

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 79

Future forms for prediction

will / be going to

Use *will* + infinitive for predictions without evidence, and future facts. Use *be going to* + infinitive for predictions with evidence, plans and intentions. For example:

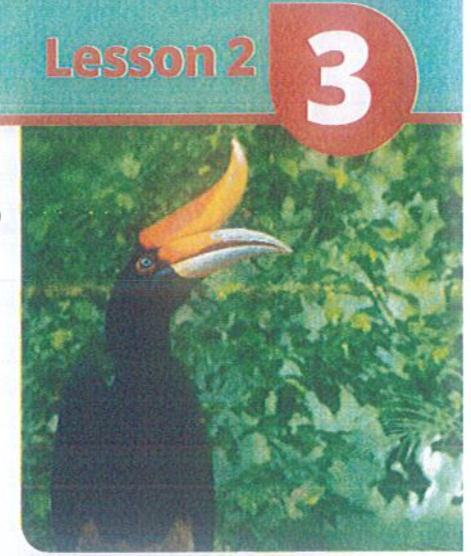
*There **will be** even less rainfall on the island in the next few years.*

*Farmers **are going to continue** to damage the rainforest over the next few decades.*

***will + be + -ing* (future continuous)**

Use the future continuous to:

- talk about an activity that will be happening at a specific period of time in the future: *In today's show I'll **be talking** to my guest, Dr Sarita Parker …*
- talk about a future activity that will only happen for a short time in the future: *My organisation **will be running** an education programme next month …*
- talk about an activity that will start before another activity in the future: *More farmers **will be using** sustainable techniques and therefore farming will improve.*



3 **Work in pairs. Tell your partner what you think farmers in Borneo will or won't do in the future. Give reasons for your answers.**

SB28.2 Design: On the left side of the page, set a talking head of a 13-14-year-old girl

I think farmers in Borneo will do more to protect the rainforest in the future because …

Language

4 **Complete the sentences with the correct form of the verb in brackets: future simple or future continuous. Sometimes both forms are correct.**

1 I got a summer job working on a farm! I .... (start) next month.
2 We think that our school .... (serve) more delicious meals next year.
3 Work on the new sports field .... (begin) next Sunday.
4 In four hours' time, I .... (relax) by the swimming pool.
5 Who do you think .... (win) the football match this afternoon?
6 I can't imagine that we .... (eat) seaweed in Egypt in twenty years' time!

Speaking

5 **Read the questions and write your answers. Then compare your answers in pairs.**

1 Choose one of your friends. What job do you think he/she will do in the future?
....
2 How do you think people will be travelling to school in twenty years from now?
....
3 What do you think will be the most popular sport in the world in one hundred years' time?
....
4 Do you think that people will still be using mobile phones in twenty years' time?
....
5 What do you think people will be eating in one hundred years' time?
....

6 **Work in pairs. Use the beginnings of sentences to talk about the future.**

Design: SB29.1 On the left side of the page, set a talking head of a 13-14-year-old girl

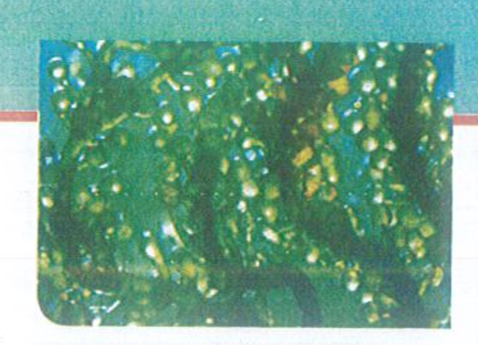
When I'm 18 years old, I will be doing my final exams at school and learning to drive …

- When I'm 18 years old, I will be …
- In fifty years everyone will be …
- By the end of this decade most people will …
- In the future, I think people will spend more time …



WORKBOOK PAGE 101

3 Lesson 3



Before you start

What is a summary?

A A long text that gives someone's opinion about something.

B A short description that gives the most important information.

C A text that gives the arguments for and against something.

Listening

1.14 1 Listen to two friends talking about how to write a summary. Put the things that you need to do in the correct order.

- ☐ Read your summary again and check that it makes sense.
- ☐ Underline important words or phrases in the text.
- ☐ Read the whole text and try to understand it.
- ☐ Check you've included all the important information from the original text.
- ☐ Fill in the gaps between the important words.
- ☐ Start writing your summary while looking at the important words.



Reading

2 Read the text below and then choose the best summary of it. Compare your answers in pairs.

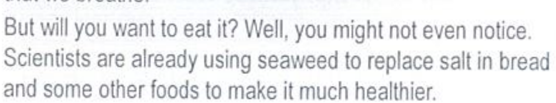
Is algae the future of food?

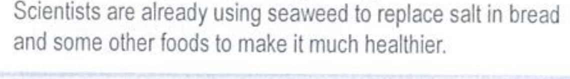
We will need to find sustainable sources of food in the future because there will be more people to feed and many places will be too hot and dry for agriculture. So, why don't we think about farms in the sea?

Algae are plants that grow very quickly in water and wet places. They are eaten by everything from the smallest fish to giant whales. Some kinds of algae are called seaweed, and this is a very popular food in China and Japan.

Algae is very healthy and some scientists believe that a lot more people will be eating it in the future. They hope that farmers won't need to damage the environment, because they will be growing our food in the ocean. In fact, scientists think that growing algae will help to clean the sea and improve the air that we breathe.

But will you want to eat it? Well, you might not even notice. Scientists are already using seaweed to replace salt in bread and some other foods to make it much healthier.





A Seaweed might look boring, but some people enjoy eating it. Now the fashion for eating seaweed is getting more popular around the world.

B At the moment, most people don't know about eating algae, but this is likely to change in the future as we try to find more sustainable sources of food.

C Nobody really wants to eat algae because it's not tasty, but people will be eating algae in the future because it will be the only source of food.

Speaking

3 Work in groups. Discuss the questions.

- What unusual types of food would you like to try?
- What is the strangest thing you have ever eaten?
- Did you like it? Why/Why not?



Talking head

I would like to try eating seaweed. I think it is very healthy.



WORKBOOK PAGE 102





Before you start

Work in pairs. Discuss these questions.

- What is an essay?
- Have you ever written an essay?

Reading

1 Read this essay about the future of farming. Why will there be less land for farmers in the future?

This essay will focus on the future of agriculture. — 1 ......

First, I will explain the reason why agriculture needs to change. **After that**, we will look at several ways that agriculture could change. **Finally**, I will give my opinion on what farmers should do to prepare for the future. — 2 ......

The Earth's surface is heating up and soon there will be less land that farmers can use. — 3 ......
In the case of Africa, the continent could lose up to 18 percent of its farm land in the next fifty years. — 4 ...... As a result, farmers will need to farm their land even more efficiently.

Due to the fact that there will be less land available for agriculture in the future, — 5 ...... farmers will need to grow a greater variety of crops. Evidence suggests that keeping livestock will not be sustainable and we may start the production of new sources of food, like algae, instead.

In my view, farmers should see this is as a chance to try new things and to start using new technology, such as robots, on their farms. — 6 ...... They should start doing this immediately so they're prepared for the future.

To conclude, agriculture is clearly going to change a lot over the next few decades and farmers will need to change the way they farm, too. — 7 ......

2 Read the essay again. Label the parts of the essay with the phrases below.

A The conclusion **B** Your opinion **C** A supporting example
D A link to the paragraph before **E** An introduction to the topic
F Three points that the essay will include **G** Factual information

3 Match the phrases in the essay in bold with the phrases below.

1 In my opinion, ...
2 An example of this is ... .
3 Because of ... .
4 The subject of this essay is ... .
5 In conclusion ... .
6 Firstly, ... Secondly, ... Lastly, ...

Writing

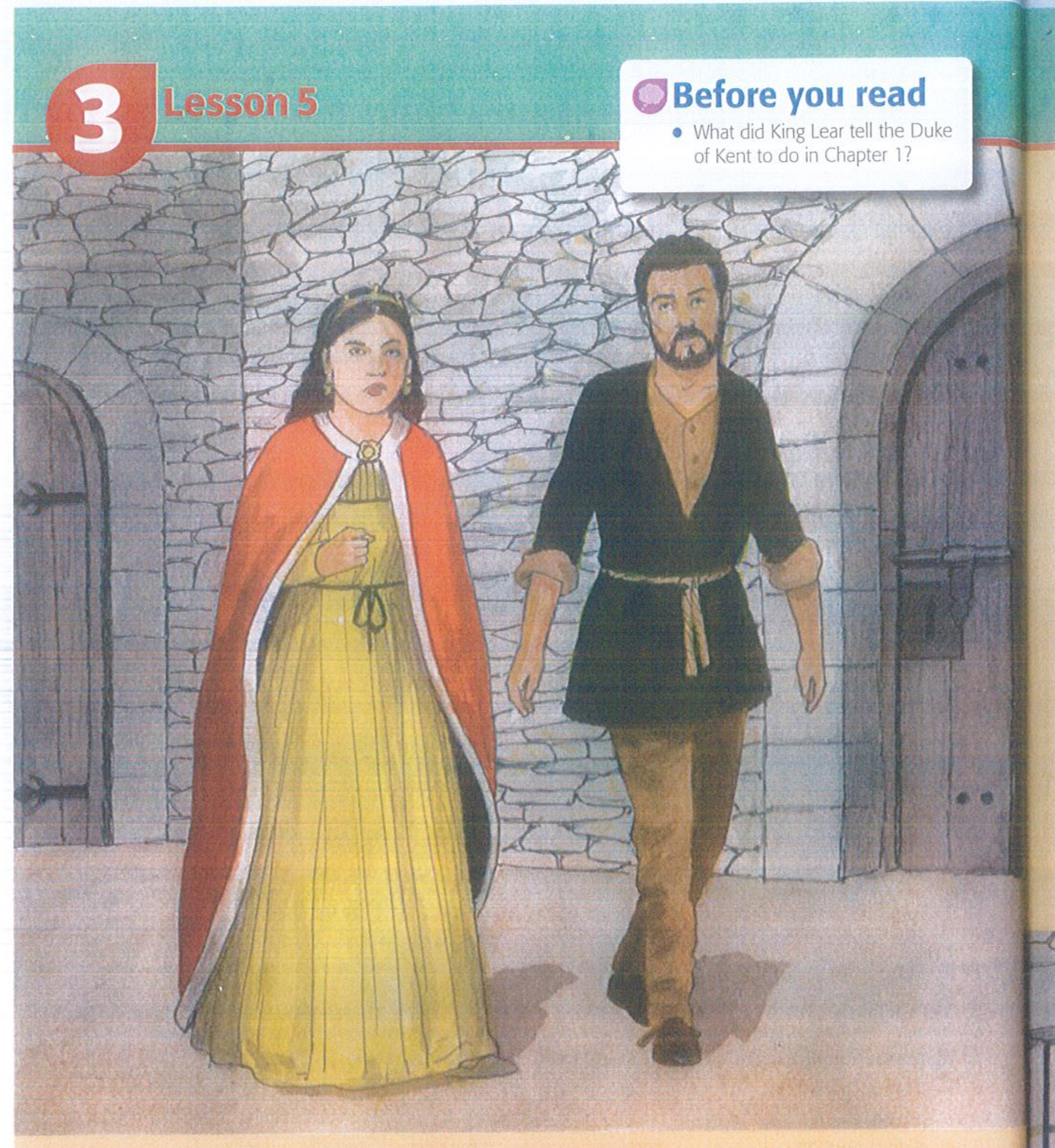
4 Now plan an essay about the future of food. Use the ideas from the essay above and your own ideas. Make notes on:

- Three points that you want to include in your essay (these can be the same as the points in the example essay or different)
- Any examples you can use to support your points
- Your opinion about the future of food

WORKBOOK PAGE 103

Before you read

- What did King Lear tell the Duke of Kent to do in Chapter 1?



Act I, Scene iii

[At the Duke of Albany's Palace. Goneril enters with her servant Oswald.]

GONERIL: Did my father, King Lear, hit my **servant**?

OSWALD: Yes, madam.

GONERIL: I must do something. His soldiers are starting to **behave** badly, and my father gets angry about everything. When he comes here, I won't speak to him. I'll tell him that I am ill.

OSWALD: He's coming, madam; I can hear him.

GONERIL: Tell the other servants not to do what he asks them. If he's unhappy, he can stay with my sister. The foolish old man still wants to have the power that he's given away!

OSWALD: Yes, madam.

GONERIL: I'll write to my sister immediately and tell her my plans.

[She exits.]

Act I, Scene iv

[At the Duke of Albany's Palace. Kent enters in different clothes.]

KENT: I've **disguised** myself in different clothes, and I have changed how I usually speak, so I can help the man who told me to leave. I still love the King and I'll continue to work hard for him, but he won't know me.

[King Lear enters with soldiers and servants.]

KING LEAR: Get my dinner ready.

[A servant exits.]

[To Kent] Who are you?

KENT: I am a poor but honest man.

KING LEAR: What do you want?

KENT: I want to help you, sir.

KING LEAR: Do you know me?

KENT: No, sir; but I want to help you because I can see that you are an important man.

KING LEAR: What can you do?

KENT: I can give good and honest advice.

KING LEAR: Then follow me. You can be my servant.

[Oswald enters.]

You, where's my daughter?

OSWALD: I'm sorry, sir …

[He exits.]

KING LEAR: What did the man say? Call him back.

SOLDIER: He said that your daughter wasn't well.

KING LEAR: Why didn't he come back when I called him?

SOLDIER: Your majesty, he was very **rude**. I don't know what the problem is; but the servants, the Duke and your daughter are all being very unkind to you.

KING LEAR: I've noticed that too. But where's my Fool? I haven't seen him for two days.

SOLDIER: He has been very unhappy since Cordelia went to France.

KING LEAR: Don't say her name to me! Go and tell Goneril that I want to speak to her.

[The soldier exits. Oswald and the Fool enter.]

Oh, you, come here! Who am I?

OSWALD: My lady's father.

KING LEAR: My lady's father? How rude!

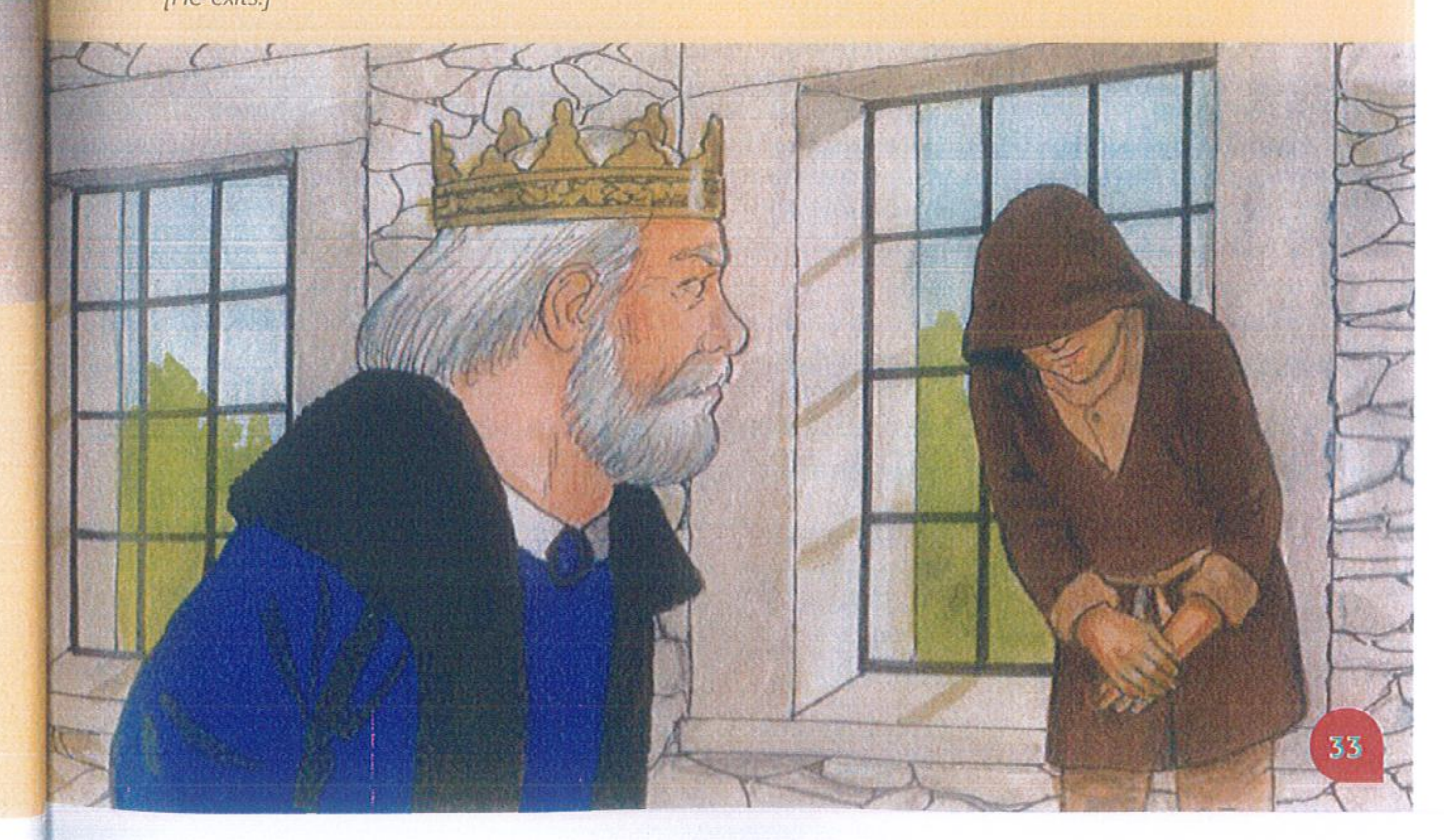
[King Lear hits him.]

OSWALD: Don't hit me, my lord.

KENT: *[Hitting him.]* Don't be rude to the King or I'll hit you, too!

KING LEAR: Thank you. You are a good man.

[Goneril enters.]



3 Lesson 5



KING LEAR: What's the matter, Goneril? Why are you holding your head?

FOOL: You should worry, old King, because you gave everything away, rather than worrying about her head. One day, you will want everything back.

GONERIL: Father, are you **encouraging** your men to behave badly? Your Fool says and does what he wants.

FOOL: Even a fool knows when the **cart** is pulling the horse.

KING LEAR: Does anyone here know who I am? Tell me!

GONERIL: You're old and you should be **wise**. But you're keeping a hundred soldiers here; they are noisy and rude. Please don't have so many soldiers, and only keep the men who can behave well.

KING LEAR: *[angry]* What did you say? Call my soldiers. You won't have any more trouble from me, because now I have only one daughter left.

[Albany enters and he is very surprised.]

[To the soldiers.] Prepare my horses.

ALBANY: Please, sir, wait.

KING LEAR: *[To himself.]* Oh, why was I angry with Cordelia? She was not as rude to me as Goneril. Why was I so foolish?

ALBANY: Your majesty, I don't know what's made you angry, but I'm not **guilty**.

KING LEAR: That might be true, but listen. If Goneril has a child one day, and the child is cruel to her, she will understand how I feel. Then she will have **a taste of her own medicine**.

[King Lear exits.]

ALBANY: What has happened, Goneril?

GONERIL: Nothing. Let him shout. He is a mad old man.

[King Lear enters again.]

KING LEAR: Goneril, you have told fifty of my soldiers to go!

ALBANY: What is the matter, sir?

KING LEAR: I'll tell you. *[To Goneril.]* I cannot believe that you have the power to make me so unhappy. But you have. I still have one daughter left, and I am sure she will be kind to me when she hears what you have done. She will not be happy with you!

*[King Lear exits with Kent, and **Attendants**.]*

GONERIL: Did you hear that, my husband?

ALBANY: You know how much I love you, Goneril, but …

GONERIL: Do not say more.

[To the Fool.] You, go.

[The Fool exits.]

GONERIL: Is it a good idea to let him keep a hundred soldiers to help him in his old age? They might **attack** us.

ALBANY: I think you are worrying too much.

GONERIL: It's better to worry and be safe. I've written to my sister Regan and told her everything. I'm not angry with you because you asked me to be kinder to my father, but you are being foolish.

ALBANY: Maybe you know more than I do, Goneril, but I think you are making problems rather than solving them.

[They exit.]

Before you start

Work in pairs. Discuss the questions.

1 Do you think that most people disagree with friends and family sometimes?

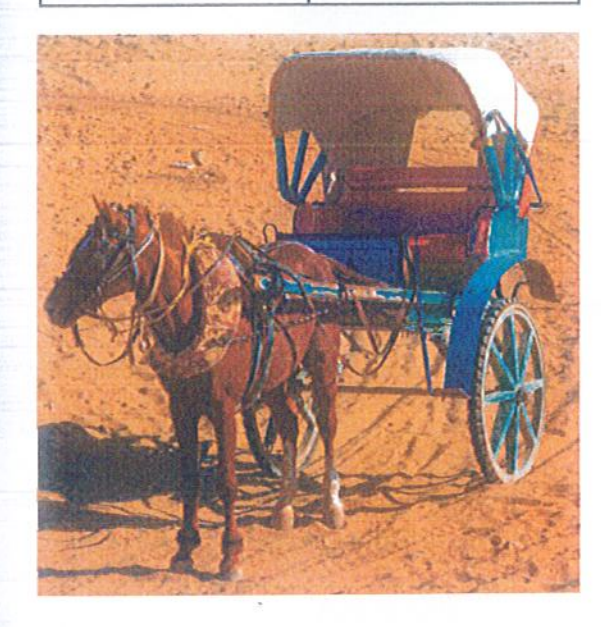
2 What can help people to stop disagreeing and be friendly again?

Vocabulary

1 Read the phrases in the box and write them in the correct column in the table.

behave badly   be guilty of something   be rude   be wise   encourage someone to do something

Positive	Negative
•	• ....
•	• ....
	• ....



2 Match the phrases with their meanings.

1 Attack someone ....

2 Disguise yourself ....

3 The cart is pulling the horse ....

4 A taste of your own medicine ....

a Change the way you look

b Try to hurt someone

c experience what you do to others

d Things aren't the way they should be

Reading

3 Read this part of the play and match the characters with the things they do.

Albany   Goneril   Kent   King Lear   Oswald

1 This character tells the king not to be angry with him and then tells his wife not to worry about the king. ....

2 This character gets angry with his daughter when she tells him that he shouldn't keep so many soldiers. ....

3 This character disguises himself so he can continue to work for the king. ....

4 This character works for Goneril and tries to tell the king that he can't see her. ....

5 This character didn't want to see her father, but then she talks to him about the number of soldiers he has with him. ....

4 What do we learn about the characters in this part of the play? Choose the correct options.

1 Goneril feels ***guilty/worried*** because of the way her father is behaving.

2 Kent ***will/won't*** leave the king.

3 King Lear feels that Goneril ***knows/doesn't know*** how much she has hurt him.

4 Albany thinks that Goneril should worry ***more/less*** about her father.

Writing

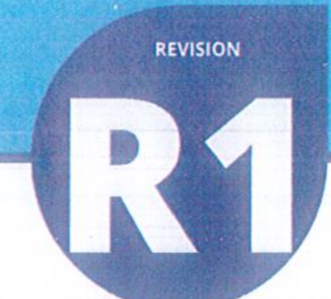
5 Read the questions about what you think will happen next in the play. Write your answers in your notebook.

1 Will King Lear's soldiers hurt Goneril and Albany?

2 Will King Lear get angry with his other daughter, Reagan, as well?

3 Will Kent continue to help King Lear as his servant?

WORKBOOK PAGES 104–105



Lesson 1

Before you start

Look at the photos.

- Which sport does each athlete do?
- What kind of food do you think each athlete needs to eat?
- What kind of food do you think each athlete needs to avoid?

Reading

1 Read both texts and answer these questions.

1 Who eats the largest amount of food?
2 Who eats the widest variety of food?
3 Who is the most interested in not getting ill?
4 Who has to eat more food before an important competition?

Kareem
I'm a runner who regularly runs very long distances. I need to eat large **amounts** of pasta, fruit, potatoes and other vegetables so I have enough energy to run for 30 or 40 kilometres each day. I also need to eat a lot of different foods that will make me stronger, such as meat, fish and eggs. I drink a lot of orange juice to **boost** my **immune system**, which means that I'm less likely to get ill and have to stop training. I usually **prepare** my own food at home but when I want to eat out with my friends or family, I usually go to an Italian restaurant!

Amr
I'm a boxer, so I need to eat larger amounts of food than other athletes. When I started boxing, I started eating in a different way. Instead of three large meals a day, I usually eat six smaller meals, but I don't eat a wide **variety** of food. I usually eat eggs or white meat, like chicken, for almost every meal. Eating like this helps me to be stronger than the people I fight, which means I'm less likely to be **injured**. Before a big fight, I have to do a lot of training and I eat as much as possible, without eating unhealthy, fatty food, such as cakes and chocolate.



Kareem



Amr

2 Read the texts again. Are these sentences true (T) or false (F)?

1 Kareem needs energy from his food so he can walk as far as possible. *F*
2 Kareem eats special food which make his immune system stronger. ......
3 Kareem sometimes goes out to eat with his friends or family. ......
4 Amr had to change the way he ate when he became a boxer. ......
5 Amr eats three large meals a day every day. ......
6 The way Amr eats means that he's less likely to get hurt. ......

Vocabulary

3 Complete the sentences with these words from the text.

amount boost injured ~~prepare~~ variety

1 I'm going to help my parents to *prepare* .... our meals so I can learn how to cook.
2 Only eat a small .... of food before you do sports or exercise.
3 Fresh fruit can .... your immune system so you're less likely to get ill.
4 Some athletes, like boxers, can get .... when they do their sport.
5 Eat a wide .... of food instead of the same type of food every day.

Before you start

Look at the photos. What can you do to help in these situations?







Listening

1 Read this sentence from a radio interview with a teenage girl. What is the name for the activity the girl does in her free time?

In my free time, I'm learning to help people who are ill or who have had an accident.

1.16 **2 Listen to the radio interview and check your answer to Exercise 1.**

1.17 **3 Listen again and answer the questions.**

1 Where is Mariam doing her course?

Mariam is doing her course at a sports centre.

2 What will Mariam get after she's completed fifty hours of lessons?

....

3 What techniques is Mariam learning at the start of her first course?

....

4 What doesn't Mariam need to learn at the moment?

....

5 What are the two reasons Mariam gives for enjoying the course.

....

1.18 **4 Listen again. Choose the phrases you hear.**

1 I ***must / have to*** go to at least fifty hours of lessons.

2 Then ***I'll get / I'll be getting*** my first certificate.

3 At the start, you ***need to / don't need to*** learn simple things like how to put a bandage on someone.

4 You ***have to / don't have to*** know how to perform CPR, for example.

5 I'm sure ***I'll take / I'll be taking*** courses for the next few years so I can learn as much as possible.

6 You ***mustn't / don't need to*** sit at a desk and read books to learn.

Speaking

5 Discuss in pairs.

- Will you be starting to do anything new in the next few months?
- Is there anything you would like to learn?
- What do you have to do before the summer/winter?
- What will you be doing in the summer/winter?





R1 Lesson 3



Before you start

Discuss in pairs.

- What is the best way to persuade people?
- What have you persuaded someone to do?

Reading

1 Read the email quickly. What does Hadeer want to persuade Aya to do?

To: Aya@mail.com
From: Hadeer@mail.com

Hi Aya,

How are you today?

I think it's great that you're going to start cooking healthier food. I'm sure it will give you more energy and make you feel a lot better. I'd also like to learn how to cook meals that are healthier than the fast food that I usually eat.

Do you want to do a cooking course with me so we can learn together? There's a new course that's going to start in two weeks' time at the local college. It's every Tuesday evening from 6 p.m. to 8 p.m. And it's only for teenagers!

You don't need to go to the college to register, you can do it on their website. Just search for the cooking courses and it's the first course you'll see. I can do the course on my own if you can't make it, but it would be a lot more fun to learn with a friend.

Talk to you soon!

Hadeer



2 Read the email again. Answer the questions.

1 What benefits of cooking healthier food does Hadeer mention?
Hadeer mentions feeling better.

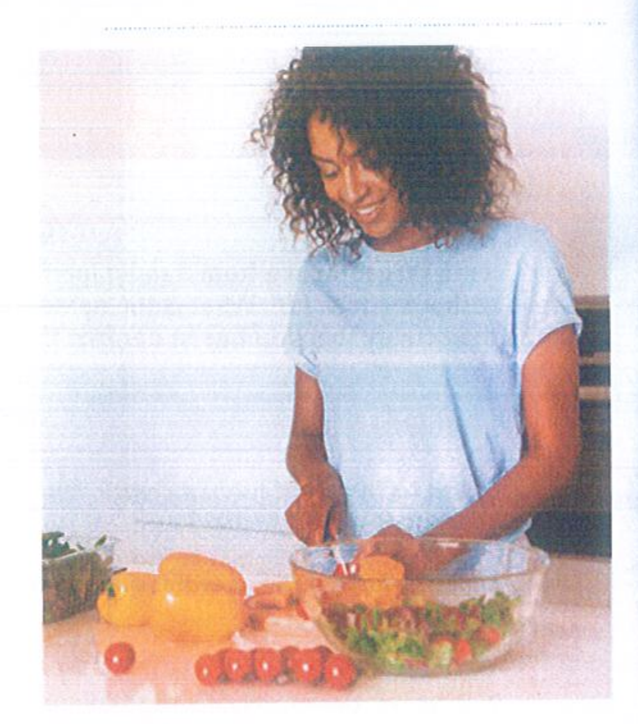
2 What type of food does Hadeer regularly eat?
....

3 Where will the course take place?
....

4 When will the course take place?
....

5 Who can take part in the course?
....

6 Where can people register for the course?
....



Speaking

3 Work in pairs. Discuss the questions.

- How often do you cook?
- What do you usually cook?
- Would you like to get better at cooking, for example by taking part in a cooking course?



4 Use the internet or a library to find examples of recipes for meals that young people would like and are easy to cook.



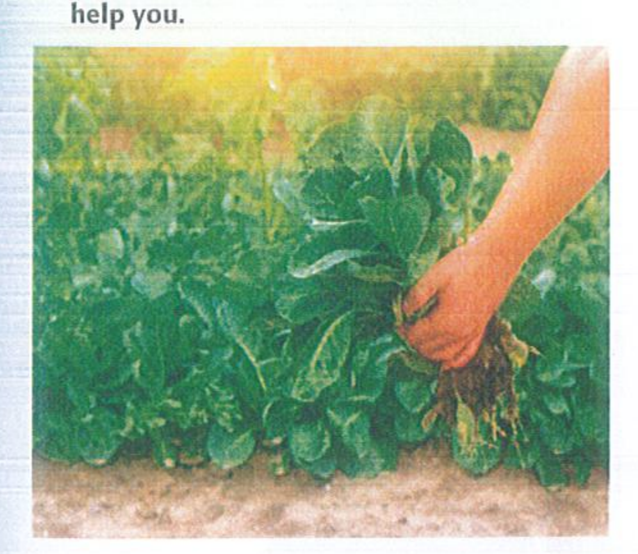
Before you start

Work in pairs. Complete the table with a tick (✓) for more sustainable, and a cross (✗) for less sustainable.

Food that …	more/less sustainable
is grown locally is	
is grown far away is	
is cooked in a restaurant is	
is made at home is	
needs a lot of water to grow is	
needs a lot of chemicals to grow is	

Speaking

1 **You are going to plan an essay. The title of the essay is:**
'What can young people do to eat food that is produced in a sustainable way?'
Think of some ideas and make notes to help you.



Writing

2 **Work in small groups.**

1. Compare your ideas for the essay.
2. Choose the three ideas that you think are the best.
3. What is the best order to present these three ideas in your essay?

3 **Use your notes to each write an essay. Write about 175 words.**

....

....

....

....

....

....

....

....

....

....

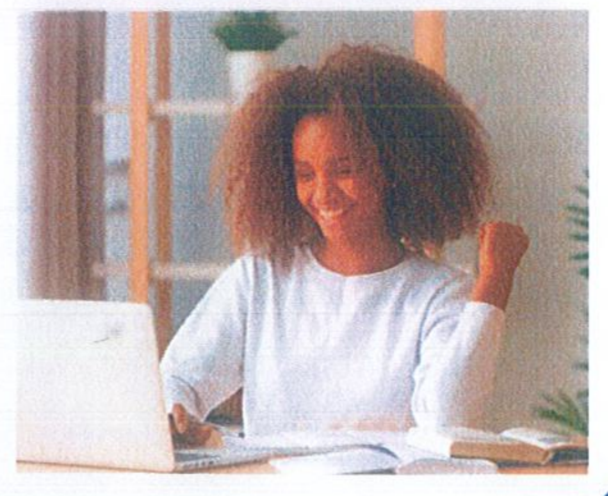
....

Reading

4 **Work with a partner. Read your partner's essay and put a tick (✓) in the boxes for agree, and put a cross (✗) for disagree.**

1	The essay has the correct structure (introduction, three ideas and conclusion)	
2	The essay is easy to understand and presents the ideas clearly.	
3	The essay uses the correct vocabulary for the topic of eating in a sustainable way.	
4	Most of the language used in the essay is correct.	
5	The essay includes some good ideas and is interesting to read.	

5 **Use your table to give the person whose essay you read some feedback on it.**



UNIT

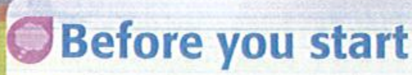
4 Lesson 1

Changing English



OBJECTIVES

Reading An article about the effect of messaging on English today; Text messages; A text about Shakespeare and language; A blog post
Writing A blog post about mobile phone use and its effects
Listening A speaker talking about messaging; Tips on how to write a successful blog post
Speaking A debate
Language reported speech: *could / should have* + past participle; reporting orders, requests and advice; abbreviations
Life Skills Communication



Before you start

- Do you use any messaging apps?
- How is messaging different from writing a letter or an email?

Vocabulary

FOCUS ON VOCABULARY

Check the meanings of these words in a dictionary.

abbreviation emoji formal innovator linguist

1 Look at the list of abbreviations below. Match the abbreviations a–l with their meanings.

1	LOL	a	Please
2	c u l8r	b	See you later
3	gr8	c	Thank you
4	plz	d	As soon as possible
5	idk	e	I don't know
6	2moro	f	Great!
7	thx	g	Laugh out loud
8	ASAP	h	Tomorrow

Reading

2 Read the messages and choose the best abbreviation for each gap.

A

Did Lamia and Nevine have an argument?

1 idk / 2moro. I hope not!

B

Hey! U there, Sami? I can't do the Maths homework. Can I see yours **2** plz / gr8?

Sure! Here's a photo.

3 idk / thx!

C

Hey! Can we talk **4** c u l8r / ASAP? Need advice.

Sure. Let's meet **5** 2moro / LOL.

3 **Read the article. Choose the best title.**

A Text messaging language is changing English
B Why adults can't use text messaging language
C How to learn text messaging language

Plz read this article ASAP. It's gr8. Hope u 👍 it! 🙂

For any readers who can't understand the language of text messaging, the translation is: *Please read this article as soon as possible. It's great. I hope you like it.*

In text messages, **abbreviations**, **emojis** and numbers are all used to make communication quicker. The language of text messages doesn't require correct spelling, or difficult grammar and punctuation.

Messaging language is appearing in everyday English more often. When people write emails, many of them use a lot of abbreviations and emojis 😀. Some people use less punctuation, but others use more than they need!!!!!!!

So, is messaging language damaging English? Messaging language may be fun to use with friends, but it isn't suitable in **formal** emails. And now teachers are worried that some teenagers are no longer able to speak or write using English correctly.

However, some **linguists** suggest that the people who use messaging language are actually language **innovators**, introducing new ideas into English. They argue that messaging language is quick, short and communicates a lot in a small space.

Whether or not you like messaging language, English is continuing to change. Perhaps it would be a good idea to learn some of the basic abbreviations so you can enjoy talking to your friends with fun, short messages!



4 **Read the article again and answer these questions.**

1 Why do people use messaging language?
2 How is text messaging language different from formal English?
3 How do some people use punctuation in emails now?
4 Why are some teachers worried about teenagers who use text messaging language?
5 Why do some linguists like text messaging language?

Language

5 **Match the verbs to the functions.**

negative advice order positive advice x2 request

1 advise *positive advice*
2 ask ....
3 encourage ....
4 tell ....
5 warn ....

FOCUS ON LANGUAGE LANGUAGE REVIEW PAGE 81

Reporting verbs with infinitive clauses

To report orders, requests or advice, we use a reporting verb followed by the indirect object and a verb in the infinitive with *to*.
verb + object + infinitive with *to*
He ***told me to read.***

6 **Complete the sentences with the verbs from Exercise 5 in the correct form.**

1 Her parents always ....*encouraged*.................. Maya to sing.
2 Omar .... me to help him. It was a polite request, so I agreed.
3 Rami .... Imad not to go out. It was good advice because it rained.
4 Mr Sakr .... me to study. It was good advice because I passed my exam.
5 His father .... Ali to go home, so he left immediately.

Speaking

7 **Discuss these questions in pairs.**

1 Would you encourage older or younger people to learn about messaging? Why?
2 When would you warn people not to use messaging? Why?

I would encourage younger people to ...

Video

WORKBOOK PAGE 110






Before you start

- Name one advantage and one disadvantage of messaging friends instead of phoning and speaking to them.

Vocabulary

1 Choose the meaning of these words and phrases. Check in a dictionary.

1 tone
2 to misunderstand
3 not necessarily
4 to frown

a a response to something that has been said that may not be true or correct
b to have an expression on your face that shows you are not happy
c to not understand properly
d the change in your voice that shows what you are feeling or thinking

Listening

1.19 2 Listen to a radio programme about messaging. Put items a–d in the order you hear them.

a [ ] The positive side to messaging.
b [ ] The differences between messaging and speaking to someone.
c [ ] Advice about how to deal with a messaging problem.
d [1] A personal story about messaging.

1.20 3 Listen again and answer the questions.

1 What is Dr Magda Morsy's book about?
Dr Magda's book is about messaging.
2 Who is Talia? ....
3 What did Talia's friend send to her? ....
4 What did Talia say in response? ....
5 Why was Talia upset? ....
6 What three things does Dr Magda say we cannot do when we are messaging?
....
7 What does she say messaging is useful for?
....
8 What Was Dr Magda's advice for Talia?
....
9 Why do you think Mona did not reply to Talia?
....

Speaking

4 In pairs, read the statement and discuss the following:

Messaging is great for staying in touch with friends, but remember that messaging is designed to be short and quick so don't expect to have long conversations, and don't get upset when you get one word or even an abbreviation as a response to your message.

- Do you agree with the statement? Why? Why not?
- Which way of communicating do you think is best for the situations below? Give your reasons.
  - Chatting with a friend
  - Giving someone bad news
  - Applying for a job

Language

5 Look at these sentences from Exercise 2 and complete them with the correct form of the verb in brackets.

1 What *should* Talia *have done* (do) yesterday evening?
2 She .... (put) her phone down.
3 She .... (get) upset so quickly.
4 She .... (call) and .... (speak) to Mona.
5 She .... (ask) 'Can I call you?'

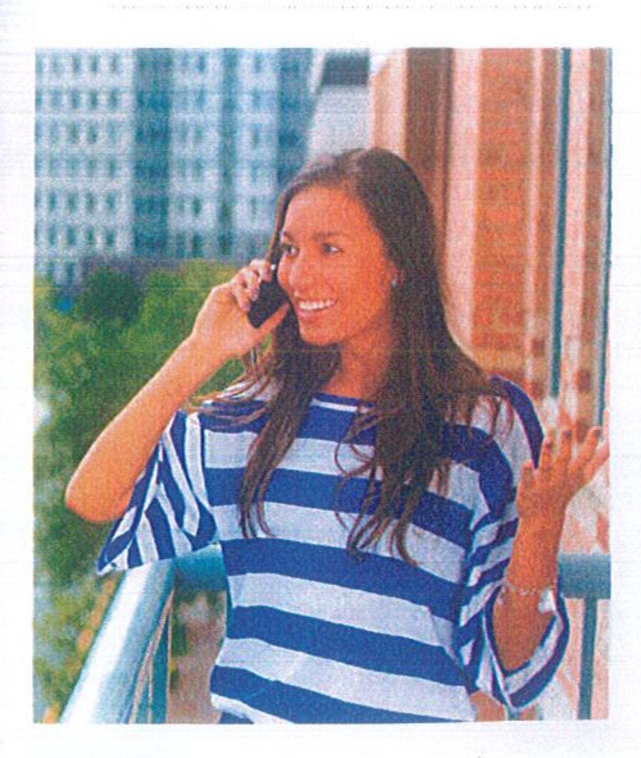
6 **Complete the sentences using *could have*, *couldn't have*, *should have* or *shouldn't have*.**

1 Ashraf .... been unkind to his sister, Dareen. He knew she would be upset.
2 Hamid was working with me all day, so you .... seen him at the park.
3 Kamal .... helped Fawzi, but he didn't because they aren't friends anymore.
4 Why hasn't he called? Tarek said he would call when he got to the hotel and he .... arrived by now.
5 Thank you. It's a fantastic gift, but you .... spent so much money on me.
6 I .... gone to bed earlier last night. I'm really tired today.

7 **Work in pairs. What is the difference in meaning between these two sentences?**

A Hana should have called me this morning.
B Hana could have called me this morning.

....
....
....
....



FOCUS ON LANGUAGE LANGUAGE REVIEW PAGE 81

***could / should have* + past participle**

Use *could have* + past participle

- to say that something was possible in the past, or someone had the ability to do something. *She **could have called** and spoken to Mona. What **could** she **have said** to her friend?*

Use *couldn't have* + past participle

- to say that something wasn't possible in the past. *She **couldn't have been** at the supermarket at 8.00, because he was in the café.*

Use *should have* + past participle

- to make a prediction. *They **should have arrived** by now.*
- to talk about regret in the past *She **should have put** her phone down. **Should** you **have called** your grandparents yesterday?*

Use *shouldn't have* + past participle

- to say that something in the past wasn't a good idea. *She **shouldn't have got** upset.*

Note: *should / shouldn't have* + past participle means the same as *ought / ought not to have* + past participle.

SKILLS FOR LIFE

Always tell someone if you are worried about something you have received on your phone. Don't reply to a message if you feel uncomfortable.

Speaking

8 **In pairs, discuss the following:**

- Could you have worked harder last week? What could you have done?
- Have you ever said something to a friend that you shouldn't have said? What should you have said?

WORKBOOK PAGE 111



Lesson 3



Before you start

- Why do you think that we create new words?
- Look at the picture. Do you know why this person is famous?

Reading

1 **Read the article and check your answers.**

2 **Read the article again. Which statement is correct?**

A Shakespeare wrote the first English dictionary.
B Shakespeare didn't believe that the English language should change.
C Shakespeare changed the English language.

Shakespeare and the English language

Language is always changing, and new words are created all the time. We need new words to describe new technology, ideas and situations. For example, before people took photos of themselves on their phones, we didn't need a word for that. But when everyone started doing it, the word 'selfie' became very useful, and it was added to dictionaries in 2013. Many famous dictionaries add new words every year, and sometimes they remove words and phrases that we don't use anymore.

Shakespeare was a great innovator with language, and he added more words and phrases into the English language than anyone else. He made new words by changing verbs into adjectives, changing nouns into verbs, and connecting words to make new words. He also added **prefixes** and **suffixes**, for example, he created 'uncomfortable' from 'comfortable'.

Today the language that Shakespeare used can sound difficult, but he was writing in a way that made his stories easy for people to understand at that time.

Like messaging language, Shakespeare made new words from other words that everyone already knew. Then he used his words to describe the things that people most wanted to talk about.

Language

3 **Work in pairs. How many words can you make using prefixes, suffixes and the verbs below? Check your answers in a dictionary.**

mis- re- un-

-able -er -less

care	*carer, careless*
do	....
read	....
understand	....
use	....
write	....

4 **Work in pairs. Answer the questions. Which prefix**

1 gives a word the opposite meaning? ....
2 means that something happens again? ....
3 means that something happens in the wrong way? ....

Which suffix ...

4 makes the noun for a person? ....
5 means possible? ....
6 means without? ....

REMEMBER!

Prefixes and suffixes
We put prefixes at the beginning of words and suffixes at the end.

Speaking

5 **Read the statement and discuss the following:**

Messaging is having a negative effect on modern society.

- Decide if you agree or disagree with the statement. Make notes to support your opinion.
- In groups, have a debate about the effects of messaging on modern society.

WORKBOOK PAGE 112

Before you start

- What is a blog?
- Do you read any blogs? If so, what are they about?

Listening

1.21 **1 Listen to some tips on how to write a successful blog post. Take notes as you listen.**

2 Work with a partner. Use your notes to decide if these sentences are true (T) or false (F).

1 You should write your headline after you have written the blog post. F
2 You should include a question in your introduction. ☐
3 The main section of your blog post should include one very long paragraph. ☐
4 You shouldn't include new information in your conclusion. ☐
5 If a friend reads your blog post, you don't have to check it yourself. ☐

3 Read the blog post. Which of these options is the best summary of the topic?

A why emojis are not suitable for young children
B children learning how to message
C children using emojis to learn communication

4 Label the parts of a blog post in the text.

A conclusion B headline
C introduction D main section

PROJECT

Find information on the internet about mobile phone usage. Try to answer these questions:

- Why do people think that smartphones are important?
- How long do people spend using their mobile phones?
- What do people use their phones for?
- Who uses their phone more, older people or younger people?

☐ **Emoji fun!**

☐ Yesterday, my four-year-old sister sent her grandparents some text messages from my phone. The problem is, there are no words, just a long line of emojis. This is confusing because our grandparents think the messages are from me! Should I have taken the phone away from my sister?

☐ When a child begins to learn how to speak, they first make different sounds. It seems that children do the same with messaging. They use emojis rather than proper words to communicate what they want to say.

But is this a good thing? Yes! Young children are learning to communicate. With text messages, children can receive and read replies which are written just for them. I'm sure this will make them feel special and they will want to communicate more.

☐ So, instead of taking phones away from children, perhaps we should give them our phones more often and say, "Send your grandparents a message".

Writing

5 Write a blog post on the topic of mobile phone use and its effects today. Consider the following points:

- What is a healthy amount of time to spend using your phone?
- What are the effects of spending too much time on your phone?
- What solutions or advice can you offer your reader on how to use their mobile phone in the most positive way?

WORKBOOK PAGE 113

Before you read

- What did Edmund show his father Gloucester in Chapter 2?



Act II, Scene i

[In the Castle of the Duke of Gloucester. Edmund enters.]

EDMUND: *[To himself.]* So, I hear that the Duke of Cornwall is coming here tonight. That's good! It will help my plan a lot. My father has a **guard** ready to arrest my brother. But there's one more thing I should do first. Here's Edgar.

[Edgar enters.]

Brother, can we talk? Our father's coming here soon, so you must go! He knows you are hiding here. But first, we must **pretend** to fight. Pick up your sword. Quickly, before our father **gets here**. Now run from here, brother.

*[**Calls out**.]* Help me!

[To his brother again.] Goodbye, Edgar.

[Edgar exits.]

[To himself.] If there's some blood on me, people will think I've been in a fight. *[He cuts his arm.]*

Father, father! Stop him, stop him! Help!

[Gloucester enters with servants.]

EDMUND: Look, at my arm, father, I'm injured.

GLOUCESTER: What happened? Where's Edgar?

EDMUND: He ran that way. When I refused his plan …

GLOUCESTER: You there, **follow** him!

[Some servants exit.]

What plan, Edmund?

EDMUND: His plan is to kill you, father. I told him that I loved you. Finally, when he understood that I didn't want to help with his terrible plan, he cut my arm with his sword. Then he saw that I was ready to fight him, and he quickly ran away.

GLOUCESTER: He'll not run very far. If he stays in this country, we'll soon find him. Then we'll arrest him. The Duke of Cornwall is coming here tonight. I will tell him that there's a **reward** for any man who finds Edgar. And anyone who hides him will be arrested, too.

EDMUND: Father, I tried to **persuade** Edgar to stop his plan, but he wanted to continue with it. I told him that I would tell you all about it.

"Do you think anyone will believe you?" Edgar said. "No. I'll say that it was all your idea. They know that you will **profit** most if father dies, not me."

GLOUCESTER: This is terrible! **It is a stab in the back**. I'll stop people from leaving England's **ports**; Edgar won't leave the country. Thank you, my loving son Edmund. Now I will do everything to help you. You will inherit all my land.

[The Duke of Cornwall enters with his wife Regan and servants.]

CORNWALL: Gloucester, how are you, my friend? Since I've arrived here, I've heard some strange news.

REGAN: If it is true, it is terrible news!

GLOUCESTER: Oh Regan, **my heart is broken!**

REGAN: Did your son really try to kill you? Your son Edgar?

GLOUCESTER: Yes, it's true! I wish it were different.

REGAN: I know Edgar spent time with my father's soldiers.

EDMUND: That's correct, madam, he spent some time with them.

REGAN: Then the soldiers have given him the idea of **plotting against** his father, trying to kill him, so that he can use his father's money. I've just had a message from my sister Goneril about the soldiers. She has warned me to be careful of them. If they come to my house, I won't be there.

CORNWALL: Edmund, I hear that you've been a good son to your father.

EDMUND: It was my duty, sir.

GLOUCESTER: Edmund told me of Edgar's plan, and he got this cut on his arm when he tried to stop him.

CORNWALL: Is anyone following Edgar?

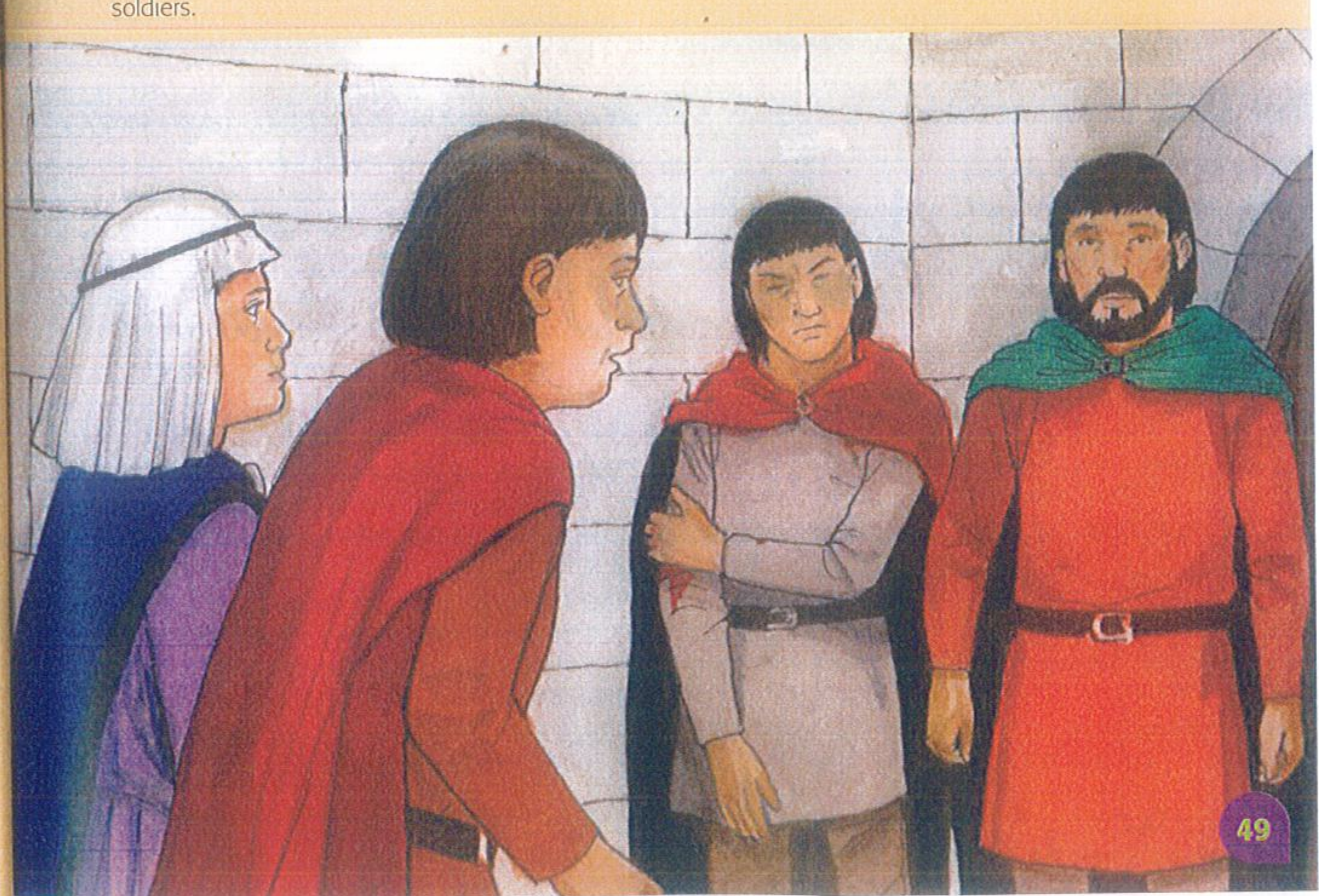
GLOUCESTER: Yes, I've sent some guards.

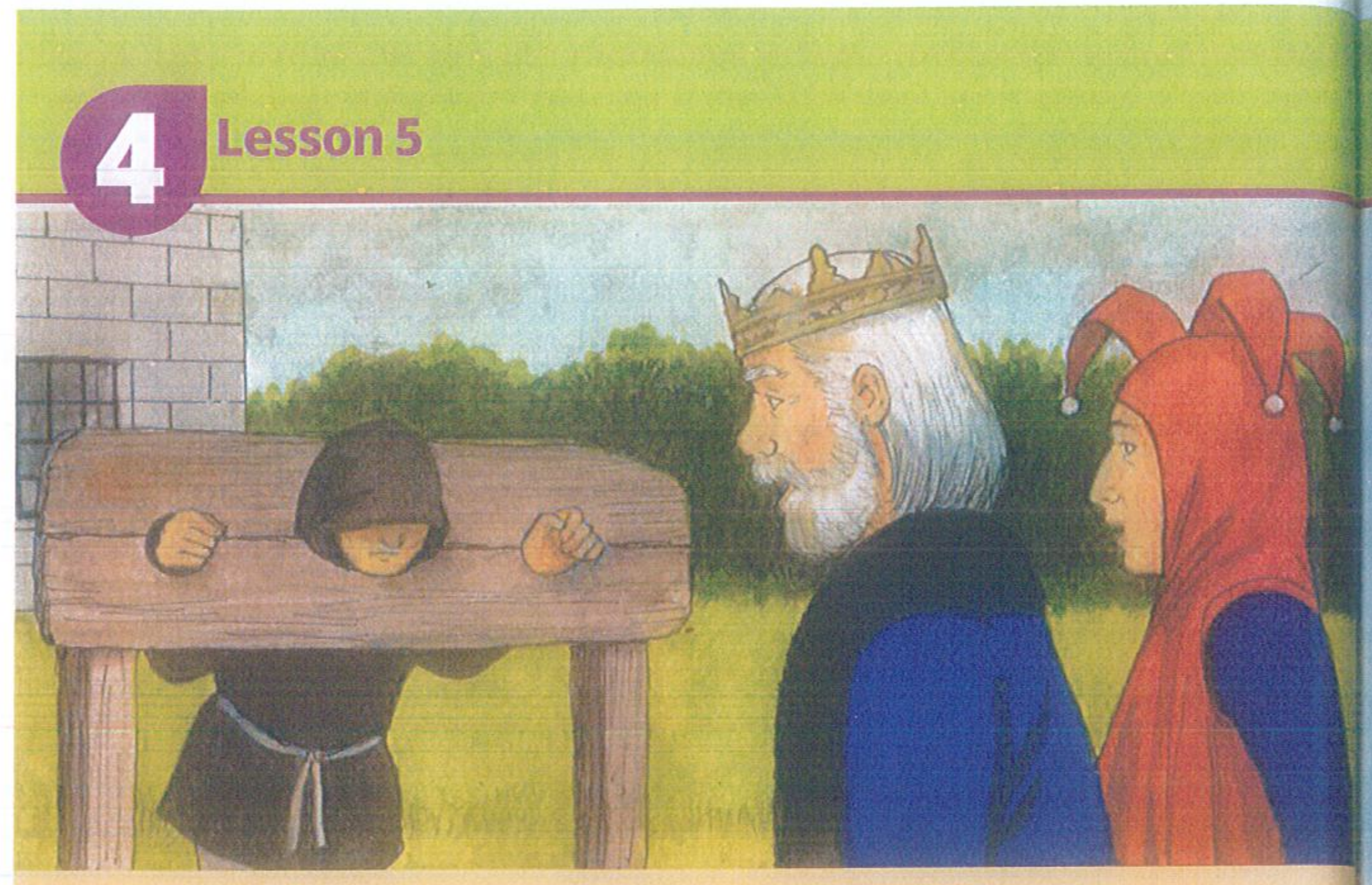
CORNWALL: The guards must arrest him. Edmund, I'd like you to work for me. I need men like you that I can trust.

EDMUND: I'd be happy to help you, sir.

GLOUCESTER: I thank you, Cornwall

[They exit.]





Act II, Scene ii

[In the countryside. Edgar enters.]

EDGAR: I've heard people say that I'm guilty! But I was not caught, because I hid in this old tree. It's not safe for me to go to any port now. Guards are looking for me. So I must disguise myself as a **beggar**. I will change my clothes and make my face and hair look dirty.

[He changes his clothes.]

I'll wear these clothes of a poor man, and live outside under the rain. Nobody will see Edgar any more. From now, I'll call myself Poor Tom.

[Edgar exits.]

[Enter, Lear, Fool and Knight. Kent is in the stocks.]

KENT: Good morning, my lord.

KING LEAR: *[Looks in* ***disbelief*** *at Kent in the stocks.]* What has happened? Who did this to you?

KENT: It was your daughter Regan and her husband Cornwall, sir.

KING LEAR: But you are working for the King! They should not do this to you! This is terrible. Where's my daughter?

[King Lear exits.]

KENT: Fool, why has the King got so few soldiers now?

FOOL: He has no money, so he has fewer people to help him. But I'll be **faithful** to him; the Fool will always stay, and let the wise men run away.

[King Lear and Gloucester enter together.]

KING LEAR: Why don't they want to speak to me? You say they are sick? They are tired? That's no answer.

GLOUCESTER: I'm sorry, your majesty, but you know that the Duke of Cornwall easily feels angry. He won't **change his mind**.

KING LEAR: What? He's angry! Well, I'm angry, too!

[He sees Kent in the stocks again.]

Why is he sitting in the stocks? Go and tell the Duke of Cornwall and his wife that I want to speak to them, now!

[Gloucester exits.]

KING LEAR: Oh, my heart, my unhappy heart!

[Cornwall, Regan, Gloucester and Servants enter.]

REGAN: Father, I'm pleased to see you.

KING LEAR: My dear daughter Regan, your sister is nothing to me. Oh Regan, she's been so cruel to me! You won't believe how badly she has behaved.

REGAN: I don't think my sister could be unkind to you. If she has stopped your badly behaved soldiers, she has only done it to help you.

KING LEAR: I'm very angry with her!

REGAN: Father, please go back to my sister's house; you're the one who is wrong, not my good sister Goneril.



Before you start

Go back and skim the play. Discuss these questions in pairs.

1 Why does Edmund cut his own arm?
2 What do you know about Kent?

Vocabulary

1 Match the words and the definitions.

1 guard
2 beggar
3 reward
4 profit
5 pretend
6 plot against someone
7 disbelief
8 faithful
9 persuade
10 port

a benefit from something
b someone who protects a place or a person
c act in a way that is not true
d get someone to do something or to agree with you
e someone who asks other people for food or money
f the feeling that something cannot really be happening
g money for someone who finds or helps someone important
h loyal, continue to support someone
i a place where ships enter and leave a town or country
j make a secret plan to do something that is wrong to another person

2 Find these phrases in the text and choose the correct answer.

1 Gloucester says, *"It is a stab in the back"* because …
A he didn't expect his son to be against him.
B Edgar has given Gloucester's a new knife.
C he doesn't understand what Edmund means.

2 When Gloucester says to Regan, *"my heart is broken,"* he is telling her that …
A he can't breathe properly.
B he is feeling ill.
C he is extremely sad.

3 When Gloucester says, "He won't change his mind," he means that the Duke of Cornwall…
A won't change his behaviour.
B won't get ill.
C won't try to make King Lear think differently

Reading

3 Complete the summary using the names in the box.

Cornwall Edgar Edmund Gloucester Kent King Lear Regan

In Act II, scene I, ❶ .... runs away, because he thinks his father, the Duke of ❷ .... is angry with him. His younger brother, ❸ ...., cuts himself with his sword and tells the Duke that his brother did it. His plan works, and his father says that he will give all his land to him. The Duke of ❹ .... is so impressed by Edmund that he offers him a job.

In Act II Scene II, ❺ .... finds ❻ .... in the stocks. It was his daughter, ❼ .... who put him there and now she won't speak to her father.

4 Work in groups to answer these questions.

1 What does Edmund say Edgar's plan is?
....
2 Who does Regan think gave Edgar the idea?
....
3 In what ways have Regan and Goneril changed since the beginning of the play?
....
4 Who is Poor Tom?
....
5 Who is in disguise in the play at this point?
....

Speaking

5 Discuss these questions in pairs.

1 Why does King Lear say, *"Well, I'm angry, too!"* in Act II Scene ii? Do you think he is right to feel angry?
2 What do you think will happen next to these characters?
- King Lear
- Kent
- Edgar
- Edmund

WORKBOOK PAGES 114–115

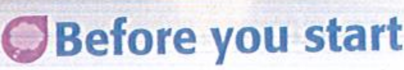
UNIT

5 Lesson 1

Being smart online

OBJECTIVES

Reading An article about an online video channel; An article about how to use the internet for research
Writing An email to a friend; an essay
Listening Two boys discussing how to use social media; Five teenagers talking about the effects of the internet on young people
Speaking A presentation
Language *seems to, (be) meant to, (be) supposed to*
Life Skills Critical Thinking; Resilience



Before you start

- Do you use the internet to help you learn English?
- How can it be helpful?
- How do you prefer to study and why?

Reading

1 Read the advice about doing online research. Which of the following is not mentioned?

1 How to ask questions in online discussions.
2 How to find reliable and useful information.
3 How to save web pages so you can read them again later.

2 Find these words and phrases in the text. In pairs, decide what the meaning is and write a definition for each. Check your answers in a dictionary.

1 consult (v) ....
2 reliable (adj) ....
3 update (v) ....
4 up-to-date (adj) ....

Doing research online



Your teacher has given you a homework task. Where do you start your research? The internet is very useful with lots of information, but how do you avoid spending hours reading unhelpful websites? Read on to find out how to use the internet effectively.

1 Look for websites by people, companies or universities, who have experience in or knowledge of the topic you are researching. If you know who wrote the website, try to find out more about their experience.

2 Think about who has written the website. Is it a company who may be trying to sell you something?

3 Check if the website is **up-to-date**. Is the information still **reliable** and useful? When was it **updated**?

4 Always **consult** more than one website. The advantage of looking at few different sites is that you can check the information and you may find extra facts.

5 What does the website look like? If it is badly designed and is full of grammar and spelling mistakes, then it is probably not very reliable.

6 Websites that have named their sources are usually more reliable and useful than sites that do not name their sources.

7 Save the URL (uniform resource locator) of any useful pages or images so you can find them easily.

3 **Read the article again. Are these sentences *true* (T) or *false* (F)?**

1 The internet is a wonderful resource for research. [T]
2 A website written by a company might be trying to sell something. [ ]
3 You only need to look at one website to do research. [ ]
4 It is not important if a website has spelling and grammar mistakes. [ ]
5 You should check whether a website says where it got information. [ ]

4 **Discuss in pairs. Was this article helpful? Why? Why not?**

Vocabulary

5 **We use *up* and *down* in lots of words and phrases to do with technology and the internet. Match the words and phrases in the box with their definitions.**

~~download~~ take down update upgrade upload

1 *download* ....: to move files from the internet to a phone, tablet or computer
2 ....: to improve or make more efficient
3 ....: to make something more modern and relevant by adding new information
4 ....: to move files from a computer, phone or camera to the internet
5 ....: to take something that you have posted online off the internet

Research

Do research online. Find:

- 3 useful websites about Egyptian history
- 3 useful websites about English grammar
- 3 useful websites about science and technology

Writing

6 **Discuss with a partner. How is writing an email to a friend different from writing to someone you don't know? Think about:**

- tone
- how you start and end each email
- grammar and punctuation

7 **Read this email from your friend. Then write an email in response explaining how you can research effectively.**

Hi!

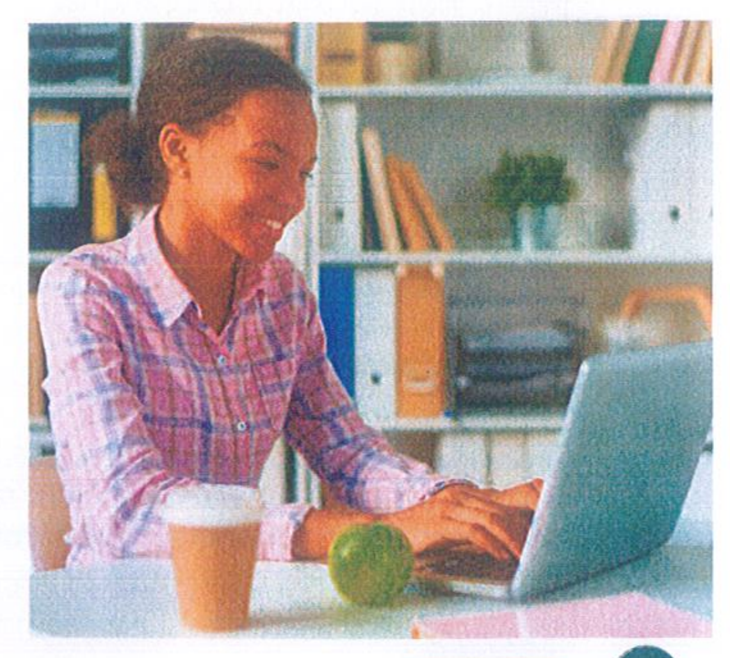
Can you help me? I'm trying to do a history essay, but I've spent about 20 hours reading different websites and blogs, and now I've got pages and pages of notes. But I'm really confused. I don't know which sites are good and which aren't – and they all say different things! And now I've forgotten how I found a really good site that I looked at earlier.

Help!!!!!!

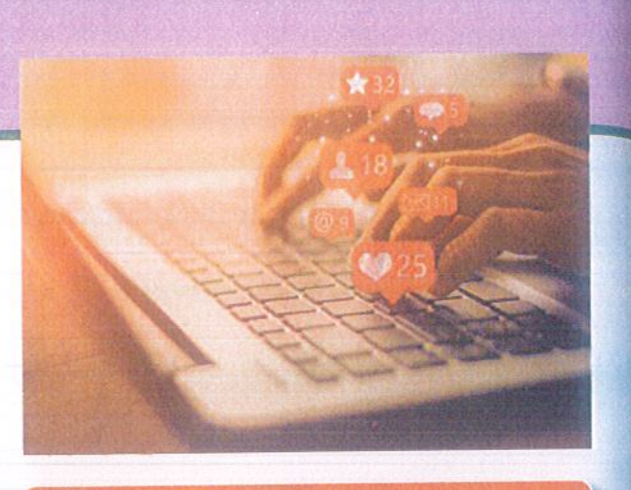
Thanks,

Nagwa



5 Lesson 2



Before you start

- Look at the photo. What do you think the icons and numbers describe?
- Name three things you have done online this week.

FOCUS ON VOCABULARY

Check the meanings of these words in a dictionary.

banner advert cookies search result sponsored advert

REMEMBER!

Skim and scan: skills for research

Skim a text to see what it is about. Read the title, look at any pictures and read the text quickly to understand the general meaning. Do not worry about words you don't know.

Scan a text for specific information. Look for keywords to find the information you need.

Reading

1 Read the article quickly. Which is the best summary?

A Targeted adverts can be fun and interesting.

B We need to think carefully about targeted adverts.

C Targeted adverts can save time.

Junk Foodz

*Take your family for a **Junk Foodz Mega Meal** this evening. Free Junkin' Juice for kids!*

Sponsored



Targeted advertising

Our computers and smartphones keep small pieces of information called **cookies**, which tell websites where we've been online and what we were looking at. Cookies are meant to make it easier for us to find things that interest us, but they also help advertisers to sell things to us. So, when we see an advert for something that seems to be exactly what we want, it is because advertisers know what we like. This kind of advertising is called targeted advertising.

Sometimes advertisers know where you like to go and when you like to do things, so they can advertise to you when you are most interested. For example, they advertise places to eat when you're hungry. They can also send adverts to your friends at the same time if they think you'll go together.

Sometimes it's easy to see that something is an advert, like those large **banner adverts** that always seem to appear on websites when you're trying to read. And there are adverts that seem to appear in the strangest places, like the small **sponsored adverts** that you find in **search results**.

Adverts are supposed to be honest, but we must be careful. When you see an advert online, think about why you might be seeing it and whether you can believe what it says.



2 **Underline keywords in these questions. Then scan the article and find the answers.**

1 What kind of information do our smartphones keep?
Cookies
2 How do cookies help advertisers?
....
3 When do advertisers tell you about places to eat?
....
4 What kind of advert is easy to recognise?
....
5 Where can you find small sponsored adverts?
....
6 What two questions to we need to ask about online adverts?
....?
....?

Language

3 **Choose the correct answer.**

1 Nabil is supposed ***to cook/cooking*** dinner.
2 I seem ***being/to be*** the first student to arrive at school today.
3 It ***didn't suppose/wasn't supposed*** to snow last week.
4 Maya meant ***to call/calling*** you.
5 Amr seems ***have/ to be having*** a good day.
6 The train is meant ***leave/to leave*** at 9 o'clock.
7 My teacher ***seemed / meant*** to be happy with my work.

4 **Answer the questions using *seem to, meant to* and *supposed to.***

1 What is the weather meant to be like tomorrow?
2 What are you supposed to do this week?
3 Think about a book you are reading or a TV series you are watching. What are the characters like? What do they seem to be doing?

FOCUS ON LANGUAGE

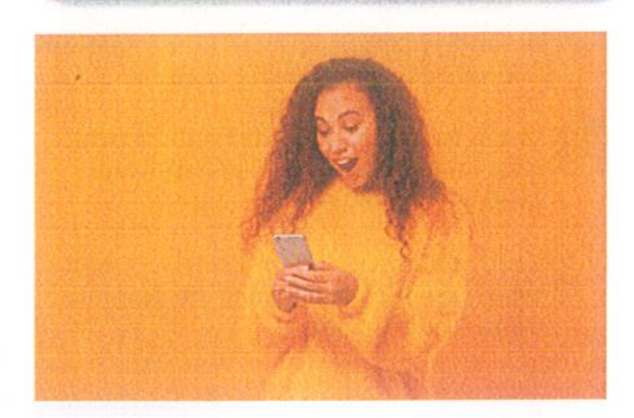
LANGUAGE REVIEW PAGE 82

seem to, (be) meant to, (be) supposed to

Use *seem to*
- to talk about how something or someone appears to be.
Taha seems to like his new laptop.

Use *(be) meant to*
- to talk about what the purpose or truth of something should be.
School is meant to be educational.

Use *(be) supposed to*
- to talk about obligation. *I'm supposed to cook dinner tonight.*
- to talk about what something or someone is likely or expected to do or be.
It is supposed to rain this afternoon.



Speaking



5 **In small groups, read and discuss this statement.**

Many people are worried about targeted advertising, but it can be very useful.

How is targeted advertising supposed to help us?

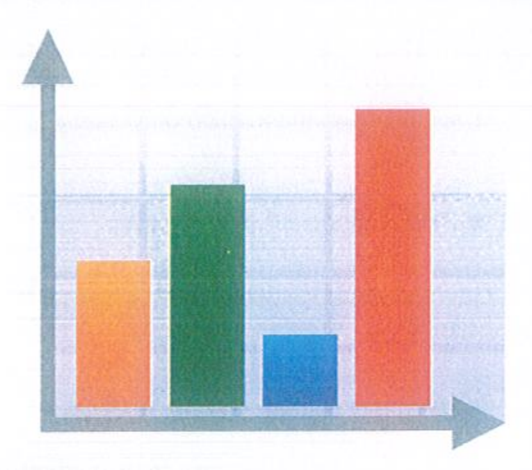
Why does targeted advertising seem to worry so many people?

WORKBOOK PAGE 117

5 Lesson 3

Before you start

- What is your favourite social media app?
- Do a class survey to find out the most popular apps.



Listening

1 Read these sentences and choose a word to complete each one.

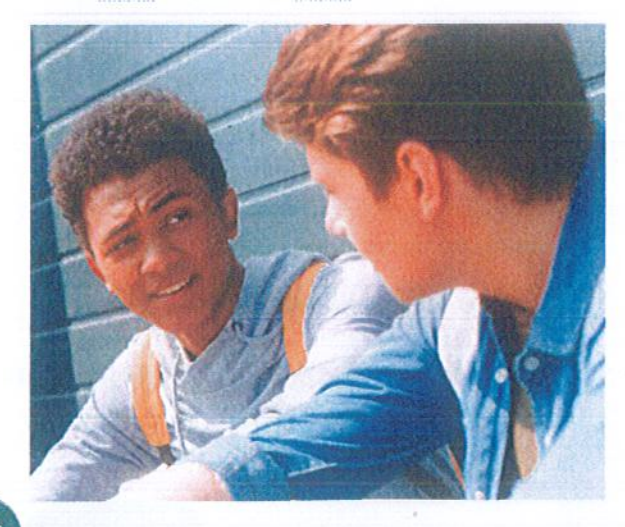
behaviour ~~profile~~ sensible symbols year of birth

1 I believe you should put a nice picture of yourself in your *profile*..................
2 I disagree. .... tell you more about what someone thinks.
3 In my opinion, it's a bad idea to include your .... because it shows your age.
4 Did you know that 50% of teens have experienced bad .... on social media?
5 You have to be .... on social media if you want to enjoy it safely.

1.24 2 Listen to Hamdi and Khaled discussing how to use social media. Check your answers to Exercise 1.

3 Read statements 1–5 in Exercise 1 again. Which are facts and which are opinions? Write F or O below.

1 *O* 2 .... 3 ....
4 .... 5 ....



Speaking

4 Discuss in pairs.

1 Do you agree or disagree with each of the opinions from Exercise 1? Give your reasons.

Try to use some of these phrases:
I think … In my opinion, …
I agree/disagree because … I believe …
I see your point, but … Did you know that …?

a talking head

In my opinion, you shouldn't put your year of birth on your profile on social media. because it can be dangerous.

5 Make a list of the top five things you would include in a guide to using social media well.

Using social media well
1. ....
2. ....
3. ....
4. ....
5. ....

6 Compare your list with another pair's. Which list is the most useful and why?

WORKBOOK PAGE 118

Before you start

- In groups, brainstorm the effects that the internet can have on young people's lives.
- How many positive and how many negative effects did you write?
- Compare your list with another group's list. How many different effects did the other group write? Are they mainly positive or negative?

It can help young people learn new things.

Effects of the internet on young people's lives.

Listening

1.25 **1 Listen to five young people talking about the effects of the internet. Match each one with the effect they talk about.**







1 Dalida — b
2 Injy
3 Ayman
4 Osama
5 Radwa

a It makes homework easier.
b It entertains people.
c It helps you get support from people with similar interests and hobbies, and develop your own skills.
d It can be fun, but it also makes people worry that their lives are not as exciting as other people's lives.
e It causes arguments with parents.

Speaking

2 In pairs, discuss the effects mentioned in Exercise 1. Rank them in the order that you think are most important. 1 = most important and 5 = least important. Explain why.



3 Make a presentation about the effects the internet can have on young people's lives. Include both positive and negative effects.

4 Give your presentation to your group or class.

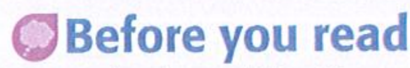


Writing

5 Work in groups. Make a set of rules for young people to follow to avoid the negative effects of using social media.

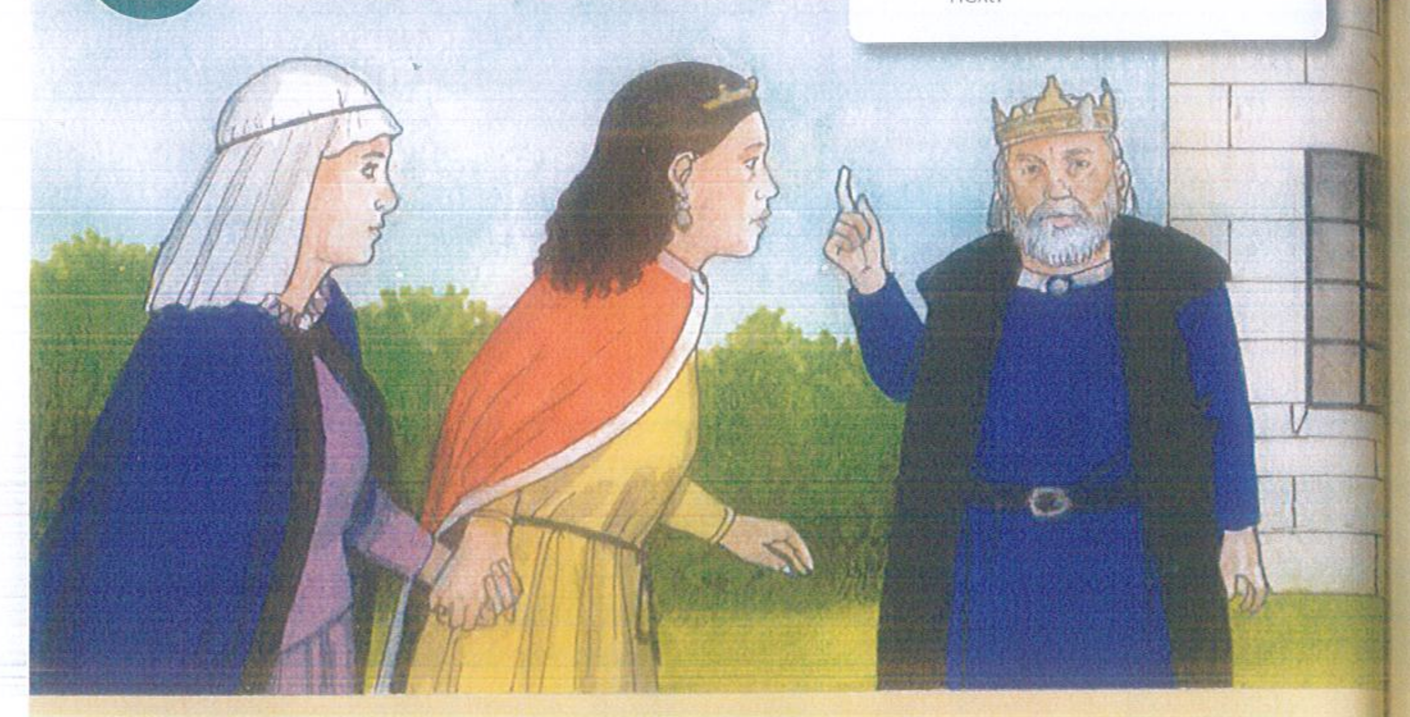
WORKBOOK PAGE 119

5 Lesson 5



Before you read

- What do you think will happen next?



Act II, Scene iii

[In the countryside.]

KING LEAR: Regan, I will not stay with your sister Goneril. Please, give me clothes, food and a bed. Remember, I am old.

REGAN: Please, father! Go back and stay with my sister.

KING LEAR: Never, Regan! She's told half of my soldiers to leave! She's has been cruel and rude to me! I want rain to always fall on her head!

REGAN: You'll want the same to happen to me soon.

KING LEAR: No, Regan, I'll never say bad things about you. Goneril's eyes are cruel, but yours are kind. You would never **turn your back on me**. And you'd not **lock me out** of your house. You understand how a daughter should help her father. You haven't forgotten that I've given you half of my kingdom.

REGAN: Father, why are you unhappy?

CORNWALL: Listen! Who's coming?

REGAN: It's my sister. She said in her letter that she would come soon.

[Goneril enters with Oswald.]

KING LEAR: Who put my servant in the stocks? Regan, I hope that you didn't know about this.

[To Goneril.] You shouldn't want to look at me. Oh Regan, why are you holding her hand?

GONERIL: Why shouldn't she hold my hand, father? What have I done wrong?

KING LEAR: Oh, how unhappy you've made me. You're too cruel! Why won't you **apologise** to me? And why is my servant in the stocks?

CORNWALL: I put him there, sir, because he didn't behave well.

KING LEAR: You? Was it you?

REGAN: Please, father, you're ill today. Stay with my sister until the end of the month. Then, if you ask half of your soldiers to leave, you can come and stay with me.

KING LEAR: Stay with her, and ask my soldiers to leave? No, I would rather sleep outside under the stars.

[To himself.] Return with Goneril? I would prefer to stand in front of the King of France and ask him for food. Go back with her? I would prefer to be the servant of this terrible man. *[Points at Oswald.]*

GONERIL: It's your choice, father.

KING LEAR: Please, daughter, don't make me mad. I won't **set eyes on you** again, my child; goodbye. We won't meet any more. But you will soon feel bad about what you've done. I'll be patient for now, and I'll stay with Regan with my hundred soldiers.

REGAN: That is not possible. My home isn't ready for you. Listen to my sister. Are fifty soldiers not enough for you?

GONERIL: My servants could help you.

REGAN: Yes, why not, father? We have enough servants. When you come to me (for now I see the danger of so many men), I ask you to bring just twenty-five soldiers. I won't have rooms for any more.

KING LEAR: But Regan, I gave you everything …

REGAN: And you gave it to me at the right time!

KING LEAR: I gave you enough to live well for all time! I asked for just one thing – to keep a hundred soldiers. Are you really asking me to come with just twenty-five, Regan?

REGAN: Don't talk to me any more about this.

KING LEAR: *[To Goneril.]* Then I'll go back with you. Your fifty soldiers is **double** her twenty-five, so you must love me twice as much as she does.

GONERIL: Listen, father. You do not need twenty-five, ten or even five soldiers in a house where we have fifty servants to look after you.

REGAN: Why do you even need one soldier?

KING LEAR: Why do I need them? Even the poorest beggars have things that they don't need. If you only give people what they need to live, then they are little more than animals. You are a lady. If you just want to stay warm, you don't need those beautiful clothes you're wearing. They don't keep you warm at all. But, if you ask me what I really need, I need **patience**! Oh, give me patience, or I will **go mad**!

[King Lear exits with Gloucester and the Fool. There is a huge storm.]

CORNWALL: We should go inside; there's a big storm coming.

REGAN: This house is small; there isn't **room** for Lear and his soldiers.

GONERIL: Where is the Duke of Gloucester?

CORNWALL: He followed Lear.

[Gloucester enters.]

Here he is.

GLOUCESTER: The King is very angry. He has called for his horse.

CORNWALL: Let him go. He won't listen to anyone.

GONERIL: Yes, don't try to stop him.

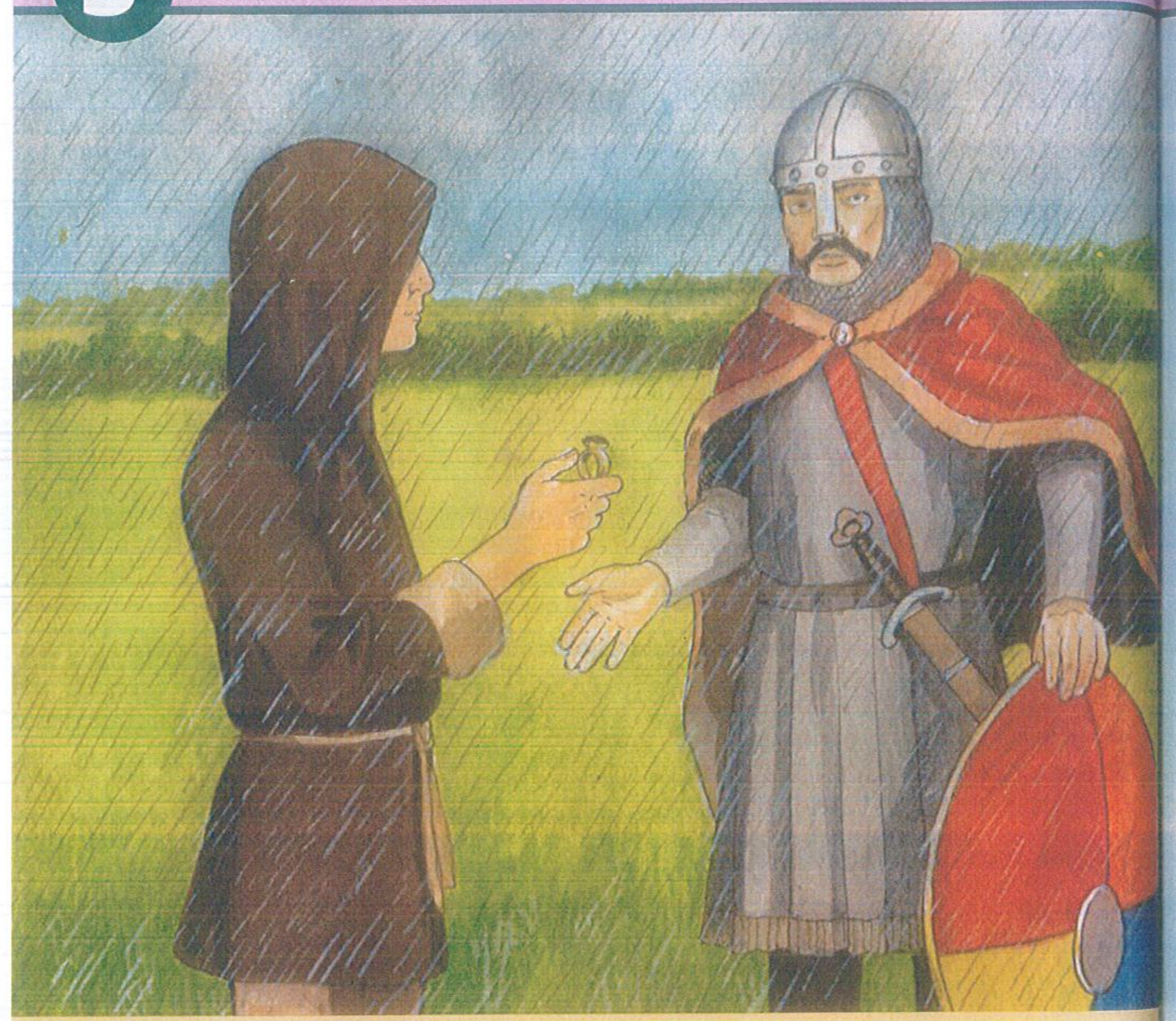
GLOUCESTER: But it is nearly night and strong winds are blowing. There is nowhere to **shelter** for many kilometres.

REGAN: That will teach him a lesson. Lock the doors. He has his soldiers with him, and who knows what they'll persuade him to do.

CORNWALL: Regan is right. Lock the doors, it's a wet night. Come in out of the storm.

[They exit.]





Act III, Scene i

[In a field in the countryside. The storm continues. Kent enters with a soldier.]

KENT: Who's there, in this terrible weather? Where's the King?

SOLDIER: He's fighting with the wind and the rain. This terrible night would make a bear hide in a cave, but the King is running around outside without even a hat.

KENT: But who's with him?

SOLDIER: Only the Fool, who tries to make him happier with his **jokes**.

KENT: Sir, I trust you. I have got something to tell you. There's a **disagreement** between the Dukes of Albany and Cornwall. They both have servants who are really **spies** for the King of France. They have noticed that the Dukes are both against the King. Now the King of France has sent an army, and the French have spies at some of our ports. If you trust me, go quickly to Dover. There are people there who'll thank you when you tell them about the King's problems. I'm not the person who you think. I'm really an important man. If you see Cordelia, show her this ring, and she'll tell you who I am. Here's some money. Oh, this storm! I must go and find the King.

[They exit.]

Before you start

Go back and skim the play. Discuss these questions in pairs.

1 What time of day is it?
2 What is the weather like?

Vocabulary

1 Complete the sentences with these words from the play.

apologise disagreement double patience jokes room shelter (v) spy (n)

1 My bedroom is so small that there isn't enough .... for a desk.
2 We had a .... about which film to watch, but I let him watch a comedy.
3 Azza is a great friend. She has a lot of ...., so she never gets angry.
4 Your brother makes us laugh when he tells funny ....
5 I asked Seleem to .... to Ziad for shouting.
6 Mr Hassan could be a .... because he speaks five languages and he often travels tp foriegn countries.
7 Twenty-four is .... twelve.
8 We can .... in this shop until the rain stops.

2 Find these phrases in the text and choose the correct answer.

1 When King Lear says to Regan, *"You would never turn your back on me,"* he means that she would not …
A say bad things about him.
B refuse to look at his face.
C refuse to help him.

2 When King Lear says *"You'd not lock me out,"* to Regan, he means that she would not …
A stop him coming into her home.
B ignore him when he spoke to her.
C lie to him about her plans.

3 When King Lear says *"I won't set eyes on you again,"* to Goneril, he means that …
A he won't look at her again.
B he won't visit her again.
C he won't believe her again.

Reading

3 Are these sentences true (T) or false (F). Correct the false sentences.

1 Regan is happy that her father has come to stay with her. ☐
....
2 Goneril and Regan don't want their father to bring any soldiers to their homes. ☐
....
3 The Duke of Cornwall follows Lear into the storm. ☐
....
4 Regan keeps the door open so that her father can come back inside. ☐
....
5 There is somewhere near that Lear can stay for the night. ☐
....
6 Kent asks a soldier to help Lear. ☐
....

4 Where are the characters at the end of Act II Scene i? Write *Out* (*outside in the storm*) or *In* (*inside the Duke of Cornwall's home*).

Cornwall ....
Edgar ....
The Fool ....
Goneril ....
Gloucester ....
Kent ....
King Lear ....
Regan ....

Speaking

5 Discuss these questions in pairs.

1 Why does Kent give the soldier his ring?
2 Do you think Cordelia will want to help her father? Why? Why not?





Lesson 1

Learning from our mistakes

OBJECTIVES

- **Reading** Two extracts from an abridged version of *A Christmas Carol* by Charles Dickens
- **Writing** Captions for a picture story
- **Listening** A radio programme about regrets
- **Speaking** Role-play about recognising mistakes
- **Language** Conditionals (zero, first, second and third)
- **Critical thinking** Learning from our mistakes

Before you start

Look at the photo. Describe what you can see. What do you think is happening?

Vocabulary

1 Use the words below to complete the definitions.

beg mean pile ~~sigh~~

1 sigh ______ : a deep breath out that shows you are tired, sad or disappointed.
2 ______ : not happy to spend money or give anything to other people.
3 ______ : to ask for something in a way that shows you need it very much.
4 ______ : a group of things put on top of each other

2 Complete the sentences with *mean* or *fire*.

1 Does that photo mean ______ a lot to you?
2 The race starts when you ______ the gun.
3 I'm sure Taha didn't ______ to upset you.
4 He doesn't work, so his boss will ______ him.
5 I don't understand. What do you ______ ?

A Christmas Carol

It was the end of December. It was dark outside and the streets were foggy. Scrooge was a very rich businessman, but he was **mean** and people didn't like him. Scrooge was working in his office with his assistant, Bob Cratchit. He was very cold because Scrooge wouldn't pay for a big fire to keep them warm. There was only a small fire and it was very far away.

"It's late. Can I go home, Mr Scrooge?" Bob **begged**.

"Have you finished your work?" asked Scrooge.

Bob looked at the enormous **pile** of work left to do and **sighed**.

"You can't go home if you don't finish your work," continued Scrooge.

"If I finish all this work tonight, will you let me come to work a bit later tomorrow morning?" asked Bob.

"No," said Scrooge.

Suddenly the door opened and Scrooge's nephew, Fred, came into the office. He gave his uncle a friendly smile.

"Bah!" said Scrooge, "Why are you here? And why are you so happy? You're poor. What have you got to be happy about?"

"If you are so rich, why are you so sad?" replied Fred. "Perhaps if you were poor like me, you'd be happy like me, too."

"Have you come to ask me for money?" asked Scrooge in an unfriendly tone.

"No," replied his nephew. "I've come to invite you to dinner."

"Bah!" said his uncle.

Reading

3 ***A Christmas Carol*** **is a famous novel written by Charles Dickens in 1843. Read the extract and answer the question in pairs.**

- Do you think Ebenezer Scrooge is a good person to work for? Why? Why not?

4 Read the text again and answer the questions.

1 Why does Bob Cratchit want to go home? *He was cold*
2 Why won't Scrooge let Bob Cratchit go home? ....
3 Who comes to visit Scrooge? ....
4 How are Scrooge and his nephew different? ....
5 Why does Scrooge think his nephew has come to visit him? ....
6 Why has his nephew actually come to visit him? ....

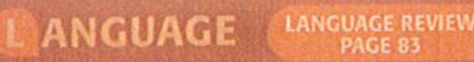
5 Discuss in pairs.

1 Why don't people like Scrooge?
2 How do you think Bob Cratchit feels about Scrooge?
3 Do you think people are happier if they are rich or poor? Why?

Language

6 Read these sentences from the extract and write 0 (zero conditional), 1 (first conditional) or 2 (second conditional) next to each one.

1 "You can't go home if you don't finish your work." *0*
2 "If I finish all this work tonight, will you let me come to work a bit later tomorrow morning?" ....
3 "If you were poor like me, you'd be happy like me." ....



FOCUS ON LANGUAGE

Zero, first and second conditionals

Zero conditional

- Use the zero conditional to talk about rules and things that are generally true. We can use *if* or *when*.

If I go to sleep early, I wake up early.

First conditional

- Use the first conditional to talk about things that we think are possible or probable in the future.

If I wake up before you, I'll make breakfast.

Second conditional

- Use the second conditional to imagine present or future situations that are unlikely or impossible.

If I went to Paris, I would visit the Eiffel Tower.

Speaking

7 Work in pairs. Complete these ideas about the characters in ***A Christmas Carol*****. Then compare your ideas with another pair.**

1 *If Bob Cratchit works very hard, …*
2 *If Scrooge paid Bob Cratchit more money, …*
3 *If Scrooge thought about Bob Cratchit's health, …*
4 *Scrooge would be kinder if …*
5 *Bob Cratchit would be warmer if …*
6 *Fred might be less happy if …*



Talking head — If Bob Cratchit works very hard, he can finish all the work. — Talking head

WORKBOOK PAGE 122

6 Lesson 2

Before you start

What do you remember about *A Christmas Carol*?

Reading

1 **Read the extract from the end of the novel *A Christmas Carol*. How has Scrooge's character changed? Discuss in pairs.**

2 **Read the extract again and answer the questions.**

1 What happened to Scrooge during the night?
He had a terrible dream.

2 What did Scrooge ask the boy in the street to do?

....

3 Why are all the people in the street surprised?

....

4 Why does Scrooge go to his nephew's house?

....

Speaking

3 **Discuss the following questions in pairs or small groups.**

1 What do you think happened in Scrooge's dream? Work in your group to check your answer.

2 What makes people change? How might other people react when they see someone has changed? Why?

4 **Read the quotation and discuss the questions in pairs.**

> If he hadn't felt so alone, he wouldn't have cared only about money. And if he hadn't cared about money so much, he would have treated other people better.

1 Why did Scrooge care so much about money?
2 Why did Scrooge treat people badly?
3 Do you think that Scrooge will feel alone in the future? Why?



A Christmas Carol: After a dream



The next morning, Scrooge woke up in his bed. He'd had a terrible dream, but now he could see his mistakes. If he hadn't felt so alone, he wouldn't have cared only about money. And if he hadn't cared about money so much, he would have treated other people better. Then he would have had more friends, and he wouldn't have felt so alone. But now he would change. He ran to his window and saw a boy in the street. "You! Boy!" he shouted out of the window. "Do you know the butcher's shop?"

"Yes, Mr Scrooge," shouted the boy. He was surprised to see Mr Scrooge smile.

"I want you to buy the best food and take it to Bob Cratchit's house as a gift from me to his family. Will you do this for me if I pay you?"

"Of course," said the boy and then he ran off before Mr Scrooge changed his mind.

Scrooge went out in the street and said, "Good morning," to all the people he met and he smiled at them. Everyone was surprised to see Mr Scrooge smiling, but they replied, "Good morning, Mr Scrooge," and that made Scrooge very happy.

Then he went to his nephew's house and asked if he could have dinner with him. Of course, his nephew smiled and invited him to come inside.

Language

5 Complete the sentences using the third conditional.

1. If she *hadn't sung* .... (sing) so well, she *wouldn't have become* (not become) famous.
2. If we .... (buy) a ship last year, we .... (travel) all over the world.
3. They .... (watch) the film if their TV .... (work).
4. If I .... (not / read) that book, I .... (not / understood) the story.
5. If I .... (go) to bed early last night, I .... (not / be) so tired this morning.
6. .... (you / come) to the museum last weekend if I .... (ask) you?

6 Make third conditional sentences using the prompts below.

1. Scrooge / smile more / people / like him
   If Scrooge had smiled more, people would have liked him.
2. Scrooge / light / bigger fire / Bob / not be cold
   ....
3. Bob / more money / not work for / Scrooge
   ....
4. Scrooge / pay Bob more money / Bob not be so poor
   ....
5. Scrooge / be nicer to his nephew / be happier
   ....
6. Scrooge / not had a bad dream / not change
   ....

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 84

Third conditional

Use the third conditional (*if* + past perfect, *would* + *have* + past participle) to talk about something in the past that did not happen.

*If he **hadn't cared** about money so much, **he would have treated** other people better.*

*She **would have bought** a present for you **if** she **had remembered** your birthday.*

***Would** they **have gone** to Paris if they **hadn't seen** it on TV?*

Writing

7 Write a conversation between Scrooge and his nephew in which Scrooge tells his nephew about his regrets.

Nephew: Dear Uncle, it's great to see you smiling and being happy, but tell me, what has happened?

Scrooge: Well, if I hadn't had a bad dream, I wouldn't have changed. You see, it made me see things in a new way.

Nephew: What things?

Scrooge: Well, ...



WORKBOOK PAGE 123

6 Lesson 3

Before you start

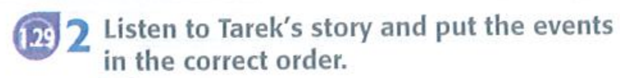
- How can friends make our lives easier?
- How can friends make our lives more difficult?

Vocabulary

1 Match the phrases to the definitions.

1	bring back *c*	a	be friendly with
2	fall out ...	b	continue to communicate with
3	get into ...	c	make you remember
4	get on with ...	d	spend time with
5	hang out with ...	e	start enjoying
6	keep in touch with ...	f	stop being friendly
7	lose touch ...	g	stop communicating

Listening



1.29 **2 Listen to Tarek's story and put the events in the correct order.**

☐ Tarek started talking to his friends on social media.

☐ Tarek's friends started falling out with each other online.

1 In the evening, Tarek played with his brothers and talked with his family.

☐ Tarek felt sorry about what he did.

1.30 **3 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.**

1 Tarek's school friends weren't interested in social media. *F*
He started using social media to talk to his friends.

2 Tarek didn't like chatting online. ☐
...

3 Tarek saw his grandparents sometimes. ☐
...

4 Tarek's friends started to argue with each other. ☐
...

5 Tarek regrets the way he treated his school friends. ☐
...

6 Tarek thinks he can change what happened. ☐
...

7 Tarek's story is unusual. ☐
...

Speaking

4 Imagine that you are Tarek and you are explaining your choices to your family. Use the prompts to help you.

> If I had/hadn't ...,
> I wish that I had/hadn't ...
> I should/shouldn't have ...

Writing

5 Work in pairs. Look at the pictures and think of the wishes and regrets that each person has. Use the prompts from Exercise 4 to help you.









WORKBOOK PAGE 124

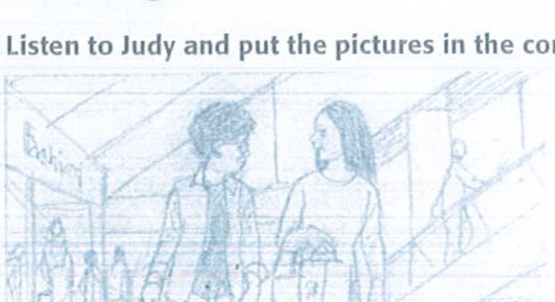


Before you start

- What is the best way to make new friends?
- What should we do to keep our friends?

Listening

1.31 **1 Listen to Judy and put the pictures in the correct order.**





1

Judy and Huda would always hang out together.





1.32 **2 Listen again and write a short caption to tell the story in each picture. Each caption should be a short summary of what the picture shows about the story. Use narrative tenses like past simple and past perfect. Then compare your answers with a partner.**

Writing

3 Look at the end of Judy's story below. Write the captions for each picture to tell the story.

5



6



7



4 Read your story to a partner and listen to theirs. Then give feedback on your partner's story.

- Say what you like about the story they have written.
- Give them one or two ideas about how to improve their story.

REMEMBER!

Remember that useful feedback will show someone what they did well and how they can improve their work.

WORKBOOK PAGE 125

6 Lesson 5



Before you read

- Why did King Lear go out in the storm?

Act III, Scene ii

[In another part of the field. The storm continues. King Lear enters with the Fool.]

KING LEAR: Blow winds, and let the rain fill our houses with water! Let **lightning** cut a tree in two, and burn my white hair!

FOOL: Oh, old man, go inside, and ask your daughters to **forgive** you!

KING LEAR: I'm a poor, weak old man. Why is the weather being cruel to me, like my daughters?

[Kent enters.]

KING LEAR: Who's there?

FOOL: Ah, here's someone who is both a wise man and a fool.

KENT: Oh no, why are you here? Even bears want to stay in their caves on a night like this. There's so much wind and rain! The storm is terrible. Your majesty, there's a poor man's **hut** near here. It will shelter you from the storm. Stay there and rest, while I go to the house of your **hard-hearted** daughters.

KING LEAR: When I asked for you, they did not let me in their house, so I'll force them to allow you in. But I think I'm going mad!

[To the Fool.] How are you, my boy? I'm cold. Where's the **straw**? It's strange how I now want to have horrible things such as a bed of straw to sleep on!

[King Lear exits with Kent.]

Act III, Scene iii

[At Gloucester's castle. Gloucester enters with Edmund.]

GLOUCESTER: Oh, Edmund, I don't like the way Goneril and Regan are behaving with their father! When I asked them to help Lear, they told me not to talk about him or to look after him.

EDMUND: That's very cruel of them!

GLOUCESTER: Go to them; but do not say anything. There is some disagreement between the two Dukes, and maybe something even worse than that. I got a letter tonight …

[To himself.] No, it's too dangerous to talk about it to him.

[To Edmund.] I have locked the letter in my bedroom. Some of the French army have already arrived in England. We must help King Lear. I will go and look for him and help him. You go and talk to the Duke of Cornwall and do not tell him where I am. If he asks for me, tell him I'm ill and have gone to bed. Strange things are happening, Edmund. Please be careful.

[He exits.]

EDMUND: *[To himself.]* I'll go and tell the Duke immediately about your worries for the King, father. I will tell him about that letter, too. Then I'll get rewarded for this, and I'll win the trust that my father loses. The younger man **rises** as the old man falls!

[He exits.]

Act III, Scene iv

[In a field in front of a hut. King Lear enters with Kent and the Fool.]

KENT: Here is a hut where we can shelter, my lord. Please, go inside. This terrible storm makes it impossible for anyone to stay outside.

KING LEAR: Oh, my cruel children! You sent me out into a terrible storm like this. Oh Regan, Goneril! Your kind old father gave you everything! But I'll go mad if I think about this. I won't think about it any more!

KENT: Please, go inside.

KING LEAR: *[To the Fool.]* You go in first, my boy.

[The Fool goes into the hut.]

Poor homeless people, you are always outside when there's a cruel storm. How can your hungry stomachs and old clothes help you when it rains? Why have I not thought about this before? Rich people should **try walking in** a poor person's **shoes**, and then the world would be a better place for us all.

[The Fool enters. He has just come out of the hut and he's very frightened.]

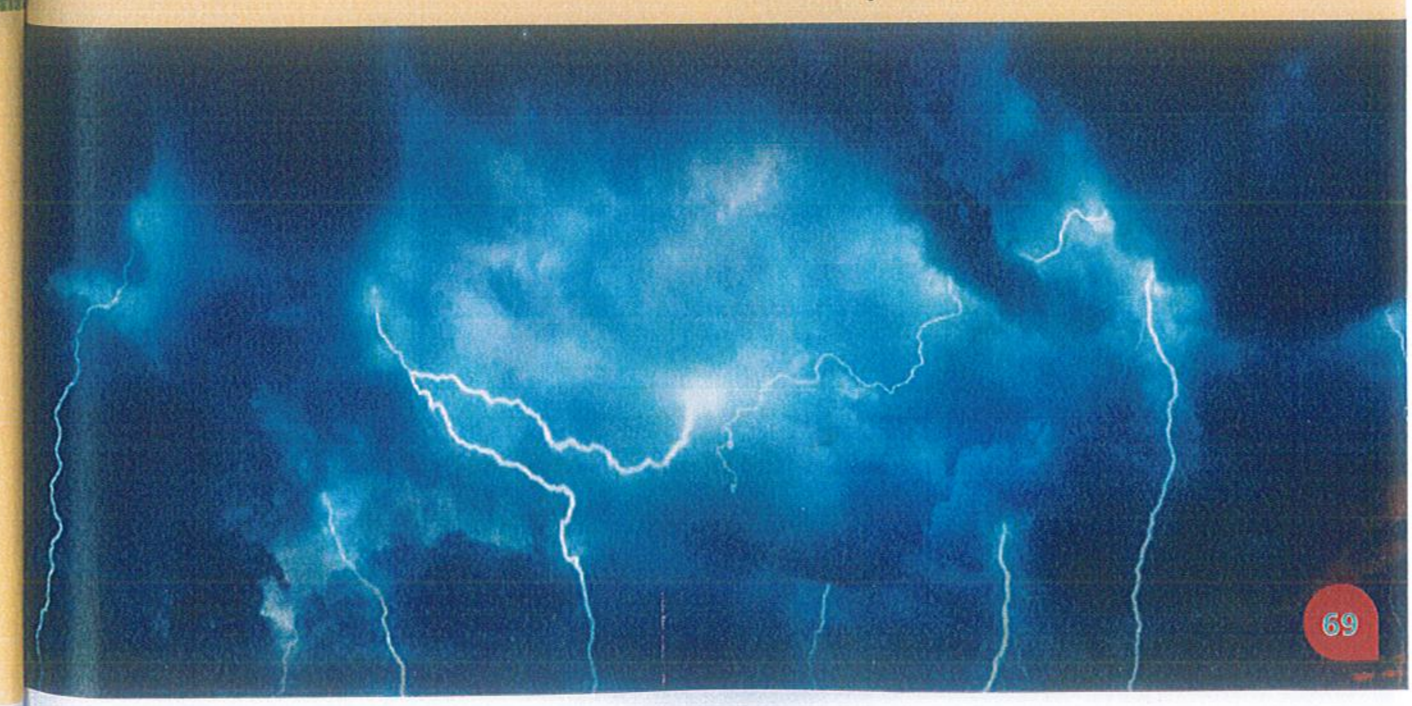
FOOL Don't go in there, sir. There's a mad man in that hut.

KENT: Who's in there?

FOOL: A mad man! He says his name is Poor Tom.

KENT: Who are you? Come out here.

[Edgar enters disguised as a madman called Poor Tom.]



6 Lesson 5

EDGAR: Keep away from me!

KING LEAR: Are you mad like me? Have you given everything to your two daughters?

EDGAR: Nobody gives anything to Poor Tom.

KING LEAR: Have his daughters done this to him? *[To Edgar.]* Don't you have anything?

FOOL: No, he only has a blanket.

KING LEAR: Only cruel daughters could have made a man so poor. Who were you?

EDGAR: I was a servant, who was very proud.

KING LEAR: It would be better if you were dead than go around with nothing but a blanket on a night like this!

FOOL: Look, here comes a walking fire.

[Gloucester enters carrying a ***torch****.]*

KING LEAR: Who's this?

GLOUCESTER: What's your name?

EDGAR: My name is Poor Tom, and I once had six shirts to wear and a horse to ride, but now all I have is **mice** to eat.

GLOUCESTER: Has your majesty nobody to help you apart from this mad man? Why have our children grown up to be so terrible, my lord? Why do they hate their fathers?

EDGAR: Poor Tom's cold.

GLOUCESTER: Come inside with me, your majesty. I didn't want to do what your cruel daughters asked me to do. They asked me to lock the doors and leave you outside on this terrible night. I've come to find you and take you home, where there's a fire and food ready for you.

KENT: My lord, please accept this man's offer and go to the house.

KING LEAR: First, let me talk to this **philosopher**. What are you researching?

EDGAR: I am researching how to keep warm and to kill mice.

KENT: *[To Gloucester.]* Ask him again, my lord. He's beginning to go mad. He thinks the poor man is a philosopher.

[Gloucester holds his torch it in front of him and looking at Edgar and Kent, but they are both disguised.]

GLOUCESTER: I'm not surprised Lear is mad. His daughters want him to die. Ah, that good man, Kent! He knew what would happen – the poor man! I'm almost mad myself. I have a son who tried to kill me. No father loved his son more than I loved him. What a night this is! Please, your majesty, come with me.

EDGAR: Tom's cold.

GLOUCESTER: Go into your hut, Tom; keep yourself warm.

KENT: This way, your majesty.

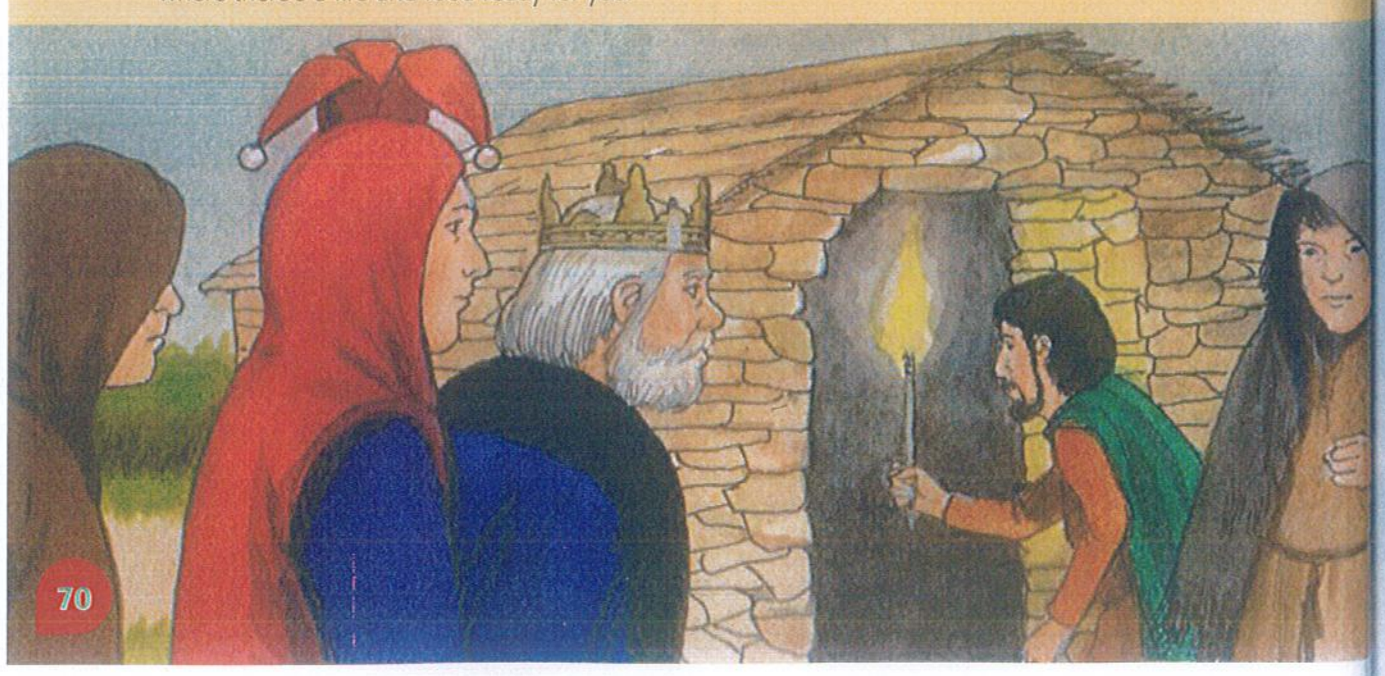
KING LEAR: *[Pointing to Edgar.]* I am going with him!

KENT: My lord, let him bring the poor man with us.

GLOUCESTER: OK. Sir, come on; come with us.

KING LEAR: Let's go then, my good philosopher.

[They exit.]



Before you start

Go back and skim the story. Discuss these questions in pairs.

- How does King Lear feel about Regan and Goneril?
- How does the Fool feel about King Lear?

Vocabulary

1 Choose the best word to complete each sentence.

1 In a storm, you often see ***lightning/a torch***.
2 A ***fool/philosopher*** is someone who studies the meaning of life.
3 They spent the night in a small ***hut/straw*** in the mountains.
4 If you ***forget/forgive*** someone, you stop being angry with them.
5 People who are ***hard-/soft-***hearted, don't care how other people feel.

2 Read King Lear's speech on page 69 again. What does the phrase '*to walk in someone's shoes,*' mean?

A To take someone's shoes without asking them.
B To experience life the way someone else does.
C To be the same as one of your parents.

Reading

3 Arrange these events in order on the timeline.

1	2	3	4	5	6

A Gloucester tells Edmund about a letter.
B They take Poor Tom with them.
C Kent tells Lear about a poor man's hut.
D Gloucester finds Lear.
E Gloucester goes to look for Lear.
F Lear meets Poor Tom.

4 Who is the speaker of each quotation? Who are they speaking to and why do they say it?

1 "Ask your daughters to forgive you!"

....

2 "We must help King Lear."

....

3 "Are you mad like me?"

....

4 "Why have our children grown up to be so terrible, my lord?"

....

5 "He's beginning to go mad."

....

5 Answer these questions.

1 Who is the 'old man' that Edmund refers to?

....

2 Is Edmund a good son to his father? Why? Why not?

....

3 Why do you think Poor Tom does not tell King Lear who he really is?

....

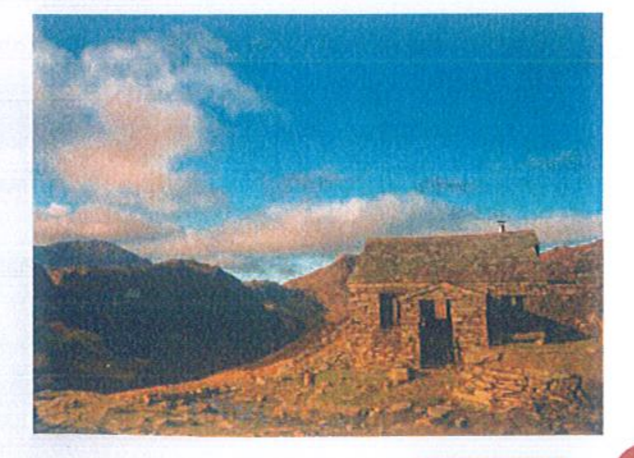
4 How does King Lear feel about the poor man?

....

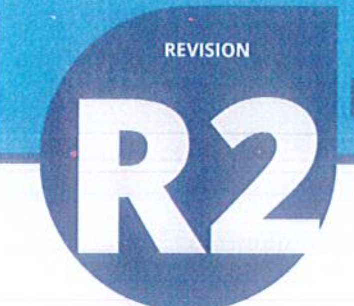
Speaking

6 Discuss these questions in pairs.

1 In your opinion is King Lear going mad? Give your reasons.
2 What do you think happens next in the play?



WORKBOOK PAGES 126–127



Lesson 1



Before you start

- What are some of the different ways that we enjoy stories?
- What is your favourite way to enjoy a story? Why?

Reading

1 Read the text and choose the best title.

A The best new apps.
B The advantages of technology.
C New ways to enjoy stories.

2 Are these sentences *true* (T) or *false* (F)?

1 People have always been able to read and write. F
2 E-books are an example of modern technology.
3 Chat stories are about reading someone else's messages .
4 Chat stories can show you more than text.
5 In some chat stories you can choose what happens next.
6 Chat storytellers want people to stop using their phones so much.
7 In the future, we could use our phones to meet characters from stories.
8 New technology always makes stories more interesting.

New technology often changes the way we do things. In the past, people could only tell stories by talking to each other, but this changed when stories could be written down and read. Modern technology means we can read e-books and listen to audio books, but there are always new ways to enjoy great stories.

Chat stories are short stories that you can read on your smartphone. They look like messages between the characters in the story. And when you finish reading one part of the conversation, you tap the bottom of your screen to show the next message.

Reading a chat story feels like you're reading someone's messages. Some chat stories also include photos, audio and videos, so you can see what a character looks like and the expressions on their face. And some chat stories let you make choices about what happens next.

But some storytellers want us to go further. They invite us to imagine how our phones could show the world around us like we were in a film or a video game. Through our phones, we could also meet the characters from our stories. They think that we will learn to enjoy stories in a new way because we will be at the centre of the action. However, we must remember to make the stories fun and interesting because technology can become boring when we forget to include human feelings.

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Vocabulary

3 Complete these sentences with the words from the box.

innovator jokes messaging misunderstand response ruin speed up tone

1 Hisham spends hours .... his friends on his phone and reading their replies.
2 If you walk home in the rain, it will .... your new shoes.
3 I don't think my message was clear. I hope Manal doesn't .... it.
4 We really thought you would laugh. This wasn't the .... we were expecting.
5 We need a(n) .... who can change things with new ideas.
6 He sounded angry and the .... of his voice was not friendly.
7 We need to .... and finish this job quickly.
8 My brother makes me laugh a lot. His .... are very funny.



Before you start

Look at the photos. What are the people doing?

- What are the advantages and disadvantages of these different ways to spend time with friends?
- How do you like to spend time with friends? Why?









Listening

1.35 **1 Listen to Yasser's story. What is he unhappy about?**

A someone taking a photo
B losing a friend
C an argument with his sister

1.36 **2 Look at the actions below. Listen again and put the actions, A–F, in the correct order, 1–6.**

A Hany posts a picture online. ☐
B Gamal falls into a swimming pool. ☐
C Yasser is making jokes with Fady. ☐
D Gamal sees the jokes. ☐
E Hany's cousin asks him to take a photo. ☐
F Hany forgets about his agreement. ☐

Language

3 Choose the correct modal verbs.

1 Hany's cousin **could / couldn't** have fallen into the swimming pool.
3 Hany **should / shouldn't** have posted the picture.
5 Hany **could / should** have remembered his agreement.
2 Yasser **couldn't / shouldn't** have made jokes with Fady.
4 Gamal **could / should** have been hurt when he fell.
6 One day, Gamal **could / couldn't** forgive Yasser.

4 Complete the sentences.

1 If Hany's cousin hadn't fallen, Gamal wouldn't .... stopped him.
2 If Gamal .... stopped Hany's cousin, he wouldn't have fallen in the pool.
3 If Gamal hadn't .... in the pool, he wouldn't have asked Hany not to show anyone the picture.
4 If Hany hadn't forgotten his agreement with Gamal, he .... have posted the picture.
5 If Hany .... posted the picture, Yasser and Fady wouldn't have made jokes about it.
6 If Yasser and Fady hadn't .... jokes about the picture, Gamal wouldn't have been angry.

Speaking

5 Work in pairs. Match the situations to the opinions and complete them.

1 My brother was supposed to help me yesterday, but he was too busy chatting with his friends online.
2 I didn't mean to hurt my friend's feelings, but I made a joke online and now we're not speaking to each other.

You seem to be unhappy. Perhaps you should have ...

You seem to be disappointed. Perhaps you could have ...

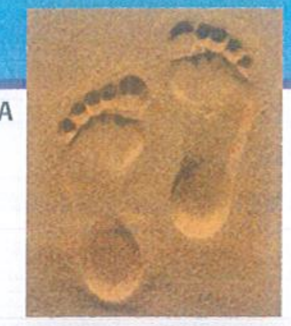


Before you start

Look at the photos and discuss the questions.

- How old do you think the footprints are?
- What can footprints tell us?

A



B



Reading

1 Read the article. What is a digital footprint?

A Security software
B Online information
C A social media site

2 Read the article again and answer the questions.

1 What do know about the people who made footprints 20,000 years ago?
2 Why do we need to be careful about making comments on videos online?
3 What does Taha El-Sayed advise people to search for online?
4 When do we need to close social media accounts?
5 According to Taha El-Sayed, when do young people forget about security?

Digital footprints

Scientists have discovered human footprints in Australia that are 20,000 years old. There are footprints of a family with a small child, and five men who ran as fast as Olympic athletes. Footprints can tell us a lot about what people did, and they can last for a long time.

The phrase 'digital footprint' describes all the information that we leave behind when we use the internet. It includes things like our social media profiles, posts and the photos we upload, as well as the groups that we've joined and posts from other people that we've shared.

Our search history is also part of our digital footprint. Emails can remain online for years, and the comments that we make on videos can be seen by anyone.

Taha El-Sayed is an expert in internet security. He advises people to do an internet search for their own names to see what other people can find. Then we're supposed to remove anything that we don't like, and we're encouraged to close any social media accounts that we don't use anymore.

He says that we have to be careful with our behaviour and try to be positive online. When asked about advice for young people, he said, "Think about how other people could react to your photos, videos or comments. Control who can see your posts and keep photos and information private in social media."

He also warned young people not to share addresses, phone numbers or the name of their school with anyone online. He said, "Most young people don't mean to give away too much information, but they often forget about security when they meet new friends or join a group online."

Speaking

3 Discuss these questions in pairs.

1 Do you worry about the information you leave online? Why/Why not?
2 Who do you share information with online? When? Why?
3 How do the people you know behave online?
4 How can you remove things that you don't like on social media?

Writing

4 Use the internet to search for information about a person you admire. Create a fact file about their life and what they do. How many new things can you find?

Before you start

Work in pairs. Discuss the questions.

- Which famous people do you admire? Why?
- Do you admire the same people? Why/ Why not?
- What is the difference between a celebrity and a role model?

Reading

1 **Read the fact file about Emma Watson and put the information A–F into the correct place.**

A Started the Goodreads book club: *Our Shared Shelf*

B Played the role of Hermione Granger in the Harry Potter films

C Went to the *Dragon School* in Oxford

D Gave a speech at the World Economic Forum

E Played the lead role in films such as, *The Perks of Being a Wallflower*, *Beauty and the Beast*, and *Little Women*.

F Had first acting roles at the Stagecoach Theatre Arts School in Oxford.

Fact File

Emma Watson

English actress and activist

1 Early life

Born on 15 April 1990 in Paris, France.

....

....

2 Career

Got the role of Hermione Granger in the film *Harry Potter and the Philosopher's Stone*

....

....

3 Achievements

Became UN Women Goodwill ambassador

....

....

Writing

2 **Use the information in the fact file to complete the first paragraph of Emma Watson's biography.**

3 **Work in pairs to complete the second and third paragraph of Emma Watson's biography.**

In 1990, Emma Watson was born in (1) ...., France but she grew up in (2) ...., where she went to the (3) .... School. She got her first acting role at the (4) .... Theatre Arts School in (5) ....

In 1999, Emma got the role of Hermione Granger in the first Harry Potter film. ...

....

....

....

....

....

....

....

....

....

....

Speaking

4 **You are going to write about a role model. Discuss who you are going to write about and why you have chosen them. Do you think that your partner has made a good choice? Why/Why not?**

5 **Research a famous person who is a role model and write a short biography of them in about 150 words.**

R2 King Lear: Acts 2–3

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 Nurses need to have a lot of .... so they can be kind to people.
a anger **b** beauty **c** patience **d** power

2 I think I will .... mad if I need to do this again.
a talk **b** send **c** come **d** go

3 A .... is a small building with only one room.
a castle **b** palace **c** hut **d** boat

4 I .... to Eman because I was late meeting her at the café.
a told **b** apologised **c** persuaded **d** said

5 My father wanted to stay at home, but then he .... his mind and came with us.
a made **b** put **c** got **d** changed

6 I lost my key, so I was locked .... of our house until my mum came home.
a out **b** under **c** into **d** off

7 I had to walk because there was no .... for me in the car.
a room **b** chair **c** time **d** move

8 We'll order food when Hisham .... here.
a goes **b** finds **c** gets **d** sends

9 It was dark, so we used a .... to see where we were going.
a cart **b** mouse **c** torch **d** sword

10 The ferry will arrive in the .... at half past seven.
a park **b** port **c** field **d** road

11 Please don't turn your .... on me.
a side **b** head **c** front **d** back

12 We had to .... in a shop when it started to rain.
a cover **b** shelter **c** find **d** exit

Reading

2 Match the people (a–h) with the sentences (1–8).

a Cordelia
b Edgar
c Edmund
d The Fool
e Goneril
f Kent
g King Lear
h Regan

1 .... is living in France now.
2 .... lies to his father about his brother.
3 .... comes to her sister's home.
4 .... wants her father to leave with her sister.
5 .... tries to make the king happier with jokes.
6 .... finds somewhere for the king to stay in the storm.
7 .... says his name is Poor Tom.
8 .... agrees to go into the hut with Poor Tom.



3 Answer the questions.

1 Why does Edmund pretend to fight his brother, Edgar?
  a to protect his father b to make Edgar look bad
2 What will happen to anyone who helps Edgar to hide?
  a He/She will get a reward. b He/She will be arrested.
3 Who put Kent in the stocks?
  a Goneril and Albany b Regan and Cornwall
4 Why won't Goneril apologise to King Lear?
  a She doesn't think she's done anything wrong. b She wants to make King Lear angry.
5 Why does Cornwall want to go inside?
  a He can see a storm coming. b He feels cold and tired.
6 What has the King of France sent to England?
  a his wife b an army
7 Where has Gloucester put the letter he received?
  a in his dining room b in his bedroom
8 Why does King Lear say that he is poor?
  a Because his daughters have been cruel. b Because he is cold and hungry.
9 Who says that Poor Tom is a philosopher?
  a Gloucester b King Lear

4 Read the quotations and answer the questions.

1 *He has no money, so he has fewer people to help him. But I'll be faithful to him; the Fool will always stay, and let the wise men run away.*

a Who is the Fool talking about? ....
b Why will the Fool stay with him? ....

2 *He's fighting with the wind and the rain. This terrible night would make a bear hide in a cave, but the king is running around outside without even a hat.*

a Why is King Lear outside in a storm? ....
b How does King Lear feel about his daughters? ....

2 *I'm not surprised Lear is mad. His daughters want him to die. Ah, that good man, Kent! He knew what would happen – the poor man!*

a Who are the two people that Gloucester is talking to? ....
b Who does Gloucester think he's talking to? ....

Writing

5 Imagine that you are Edgar. Write a diary entry about the night of the storm. Include what happened, how you felt about it and what might happen next.





Language Review

UNIT 1 must / have to

must

Uses of *must* + infinitive

- for strong advice:
  *You **must visit** the White Desert when you're in Farafra. It's amazing!*
- For rules and obligations that come from the speaker:
  *I **must eat** healthy food if I'm going to be an athlete.*

Uses of *mustn't* + infinitive

- for strong negative advice:
  *You **mustn't miss** this opportunity to see Paris!*
- for prohibitions when rules and laws mean that something is not allowed.
  *You **mustn't talk** in the library.*

have to

Uses of *have to* + infinitve

- to say something is important:
  *You **have to exercise** if you want to be healthy.*
- for rules and obligations that don't come from the speaker:
  *You **have to buy** a ticket to travel on the train.*

Use of *don't have to* + infinitive

- to say that there is no obligation. You can do something if you want, but it is OK if you don't:
  *You **don't have to play** football with them.*



UNIT 2 Comparative and superlative adjectives

Comparative adjectives

Uses of comparative adjectives

- to make comparisons: *We need a **bigger** house.*
- to compare two things: *My brother is **older** than me.*
- to describe how something changes: *She is getting **taller**.*





Superlative adjectives

Uses of superlative adjectives

- to compare three or more things: *I like all your books, but this one is the* ***best***.
- to describe extremes: *Mount Everest is the* ***highest*** *mountain on earth.*
- With short adjectives (1 syllable), we usually add *-er* to make comparatives and *-est* to make superlatives.

Adjective	Comparative	Superlative
long	long**er**	long**est**

- When an adjective ends in *-e*, we add *-r* to make comparatives and *-st* to make superlatives.

nice	nice**r**	nice**st**

- When an adjective ends in a vowel and a consonant, we double the consonant.

big	big**ger**	big**gest**

- When an adjective ends in a consonant and *-y*, we replace it with *-ier* in comparatives and *-iest* in superlatives.

happy	happ**ier**	happ**iest**

- With long adjectives (two or more syllables), we usually add *more* for comparatives and *most* for superlatives.

expensive	**more** expensive	**most** expensive

- Some adjectives have irregular comparatives and superlatives.

good	**better**	**best**
bad	**worse**	**worst**



will + infinitive

Statements and negative statements

I/You/He/She/We/They	**will/'ll**	**protect** the environment
	will not/won't	

Wh- questions

When	**will**	I/You/He/She/We/They	**arrive?**

Yes/No questions and short answers

Will	he	**be late?**

Yes, he **will**.	No, he **won't**.

Uses of *will* + infinitive

- for predictions with no evidence: *I think everything* ***will*** *be OK.*
- for future facts: *She* ***will go*** *to university next year.*



Language Review

be + *going to* + infinitive

Statements and negative statements

I	am ('m)/am not ('m not)	going to work hard this term.
You/We/They	are ('re)/are not (aren't)	
He/She	is ('s)/is not (isn't)	

Wh- questions

	am	I	
What	are	you/we/they	going to do tomorrow?
	is	he/she	

Uses of *be* + *going to* + infinitive

- for plans, intentions and decisions: *I've decided that I'**m going to buy** a new phone next month.*
- for warnings and preditions with evidence: *It's really dark. I think it'**s going to rain**.*

will + *be* + *-ing* (future continuous)

Statements and negative statements

I/You/He/She/We/They	will be	growing new crops in the future.
	won't be	

Wh- questions



When	will	he	be	arriving at the hotel?

Yes/No questions and short answers



Will	Huda	be	travelling with you?

Yes, she will.	No, she won't.

Uses of *will* + *be* + *-ing*

- to talk about actions that will be happening at a specific time in the future: *I'll be free until six o'clock. After that, I'**ll be doing** my homework.*
- to talk about actions that will only happen for a short time in the future: *Fares **will be working** in Paris next month*
- to talk about an activity that will start before another activity in the future: *We'**ll be sitting** on the beach and your mum will love it.*







Reporting verbs with infinitive clauses, *could / should have* + past participle

Reporting verbs with infinitive clauses

- Some reporting verbs are followed by the indirect object and the infinitive + *to*.

Verbs used to report orders include: *tell*, *order*, and *instruct*.

NOTE:
The indirect object is the person who is spoken to.
*She asked **Sami** to close the door.*

Direct order	Reported order
Stop talking!	*Mrs Badr **told** the class **to stop** talking.*

Verbs used to report requests include: *ask*, *invite*, and *remind*.

Direct request	Reported request
Please write your names on the list.	*Professor El Shazly **asked** us **to write** our names on the list.*

Verbs used to report positive advice include: *advise* and *encourage*.

Verbs used to report negative advice include: *warn*.

Direct advice	Reported advice
I think you should study maths.	*Dad **advised** him to **study** maths.*
You should visit your grandmother.	*Mum **encouraged** her **to visit** her grandmother.*
Don't go to that restaurant.	*Ali **warned** us **not to go** to that restaurant.*

could / should have + past participle

Uses of *could have* + past participle

- to say that something was possible in the past:
  *He **could have bought** these eggs when he went out this morning.*
- to say that someone had the ability to do something that they didn't do:
  *She **could have bought** a new phone, but she didn't.*

Use of *couldn't have* + past participle

- to say that something wasn't possible in the past:
  *You **couldn't have seen** Dina today, because she's in Germany at the moment.*

Uses of *should have* + past participle

- to talk about a past action that was a better choice but didn't happen:
  *You **should have asked** Magda for help with your homework.*
- to talk about regrets:
  *I **should have worked** harder at school.*

Use of *shouldn't have* + past participle

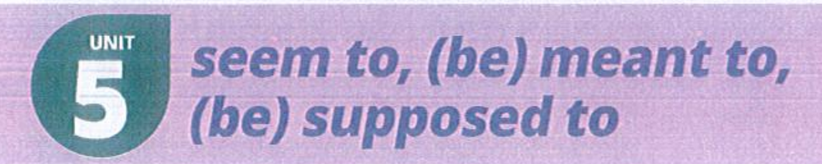
- to say that something in the past wasn't a good idea but the person did it anyway:
  *Aya **shouldn't have gone** to sleep so late last night.*



Language Review

Common errors

Correct	Incorrect	Explanation
*She **could have** told me.*	*She **could ~~to~~ have** told me.*	Do not use *to* with *have* after a modal verb.



Use of *seem to* + infinitive

- to talk about how something appears to be when we cannot be completely sure:
  *She hasn't said anything, but Grandma **seems to be** having fun.*

Uses of *(be) meant to* + infinitive

- to talk about something that is expected:
  *They **were meant to arrive** by now.*
- to talk about something that is intended:
  *It **was meant to be** a chocolate cake, but I dropped it.*

Uses of *(be) supposed to* + infinitive

- to talk about obligations:
  *I'm **supposed to** look after my brother on Friday night.*
- to talk about arrangements:
  *I'm **supposed to** cook dinner on Monday evenings.*
- to talk about expectations:
  *It **was supposed to rain** this morning.*
- to talk about our beliefs about something:
  *It **is supposed to be** the best phone that you can buy.*



Zero, first and second conditional, third conditional

Zero conditional

Statements and negative statements

If/When	present	present
If	I feel bored,	I read a book.
When	I feel unhappy,	I don't smile.

present	if/when	present
I feel bored	when	I read a book.
I don't smile	if	I feel unhappy.

Wh- questions

What	do you do	when you feel tired?

Use of the zero conditional

- to describe facts and actions which are usually true. In these sentences, *if* = *when*:

  ***If** ice **gets** hot, it **melts**. = **When** ice **gets** hot, it **melts**.*

First conditional

Statements and negative statements

If	present	will + infinitive
If	you work hard,	you will succeed.
If	you don't work hard,	you will not (won't) succeed.

will + infinitive	if	present
You will succeed	if	you work hard.
You will not (won't) succeed	if	you don't work hard.

Wh- questions

What	will you do	if you don't pass the exam?

Use of the first conditional

- to talk about things that we think are possible or probable in the future:

  ***If** you **go** to London, you **will see** red buses.*



Language Review

Second conditional

Statements and negative statements

If	past simple	would + infinitive
If	she was/were taller,	she would be in the team.
If	you didn't practise,	you would not (wouldn't) play the piano so well.

would + infinitive	if	past simple
She would be in the team	if	she was/were taller.
You would not (wouldn't) play the piano so well	if	you didn't practise.

Wh- questions

What	will you do	if you don't pass the exam?

Use of the second conditional

- to talk about things that are unlikely to happen:
  ***If** he **was** / **were** very rich, he **would buy** an aerolane.*

Third conditional

Statements and negative statements

If	past perfect	would have + past participle
If	Hanan had been at school yesterday,	she'd have met the new teacher.
If	my brother hadn't walked so slowly,	he wouldn't have missed the bus.

would have + past participle	if	past perfect
Hanna would have met the new teacher	if	she had been at school yesterday.
My brother wouldn't have missed the bus	if	he hadn't walked so slowly.

Wh- questions

What	would you have done	if you'd been late for the exam?

Use of the third conditional

- to talk about a different past, in which something did or did not happen, and we imagine a different result:
  ***If I had studied** medicine, I **would have been** a doctor.*

